

1900
SERIES II. No. 4.

BULLETINS
OF
OBERLIN COLLEGE

Annual Reports

OF

The President and the Treasurer

OF

Oberlin College

1900
1899-1900

OBERLIN, OHIO

[Entered at the Postoffice at Oberlin as second-class mail matter.]

Oberlin College

ANNUAL REPORTS

OF

THE PRESIDENT AND THE TREASURER

OF

OBERLIN COLLEGE

FOR 1900

PRESENTED TO THE BOARD OF TRUSTEES
AT THE ANNUAL MEETING
MARCH 6, 1901

OBERLIN, OHIO
PUBLISHED BY THE COLLEGE

The News Printing Company
Oberlin, Ohio

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The President's Annual Report for 1900.

Presented to the Trustees at the Annual Meeting,
March 6, 1901.

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

Gentlemen: The last year has been eventful in the history of Oberlin. An unusual number of important subjects are treated in this my third Annual Report.

I begin with a statement of what I deem the immediate and most urgent need of Oberlin College, namely, our adding a million and a half dollars to the

PERMANENT ENDOWMENT FUND.

The effort we are now making to complete the half million dollars of additional endowment by the close of the present year must be followed by an equally earnest effort for a million more. In my first Report, offered two years ago, I expressed the conviction that the time had arrived for an advance movement. In the Report submitted last year I called attention to the need of an enlarged teaching force, the importance of several new buildings, and the imperative demand for at least a million dollars for new endowment. It appears to me that the time has come for a fuller statement of our greatest need, and I make it in the hope of furnishing to the friends of Oberlin College a collection of facts which may be useful in many ways. We are continually speaking of the urgent needs of the College, but few of us have realized how profound and far-reaching these necessities are. Those who have the preparation of the

Annual Budget get a fuller comprehension of this problem than perhaps any others. I am confident that if the friends of Christian education in America should truly appreciate the work which is now carried on in Oberlin and the sacrifices with which it is conducted, together with the imperative needs for immediate enlargement, there would be little difficulty in securing the additional endowment which we now ask.

In preparing the present statement, which is for the year ending August 31, 1900, I am greatly indebted to the Treasurer of the College, Mr. James R. Severance, and to Mr. J. G. W. Cowles, of Cleveland. The term "University" in this statement is employed to cover items of general interest, not belonging specifically to particular departments, as, for example, administration, advertising, gymnasia, public buildings and grounds, in which all departments of the College share. The following is a general statement of the financial condition of Oberlin in the matter of endowment:

Funds, the income of which is applicable to the payment of general, or so-called "University" expenses....	\$ 238,259.22
Funds, the income of which is applicable to the expenses of the College Department proper.....	347,063.24
Funds, the income of which is applicable to the expenses of the Theological Seminary.....	119,511.12
Total.....	<u>\$ 704,833.58</u>

The Academy has no endowment. The Conservatory of Music has no endowment, but has accumulated a surplus of \$23,180.63 from its income from term bills. The income of the Conservatory is not applicable to the payment of any expenses outside of that department. It is self-supporting, with the exception that it does not contribute to the salary of the President, Secretary, Treasurer, etc., and other general expenses.

The Library has an endowment of \$20,518.93, the income of which is for the purchase of books.

There are also funds which are at present carrying annuities. These amount to \$139,683.23. Upon the termination of these annuities, these funds remain with the College for endowment or other specific uses. There are scholarship funds to the amount of \$68,448.25. The present value of buildings and grounds in use for College purposes, not involved in the funds above mentioned, is about \$650,000. Two new buildings are now in process of construction, the gifts of Mr. L. H. Severance and of Dr. and Mrs. L. C. Warner, of New York, to cost over \$100,000.

The total endowment as shown above for general expenses, and for the College Department, the Academy, and Theological Seminary is.....	\$704,833.58
The income for the year from said endowment was.....	33,744.64
The expenses for the year were as follows:	
University, or general expenses.....	\$33,661.65
College.....	36,174.63
Academy.....	13,896.76
Theological Seminary.....	11,627.85
	<hr/>
	\$95,360.89
Total income from endowment as above.....	33,744.64
	<hr/>
Total expense not paid by income from endowment.....	\$61,616.25
Receipts from term bills, fees, and other sources in the above named departments were.....	47,164.39
	<hr/>
Deficit for the year.....	\$14,451.86

The College is not in debt, however, all deficits having been paid by gifts from friends of the College for that purpose, the larger part having been pledged by the members of the Board of Trustees themselves at the semi-annual meeting last June. In this manner and by other donations, and from other sources and gifts, \$17,035 has been paid during the past year, clearing up all deficits to August 31, 1900. But the deficit for the current year will be from nine to ten thousand dollars, in spite of every effort to cut down expenses. From the above

statement it will appear that only thirty-five per cent. of the current expenses of the College is paid in income from its endowments.

The obvious, immediate, and urgent need of Oberlin College is for largely increased endowment, without restrictions imposed which limit the use of the income to particular professorships. Simply to maintain the work which it is now carrying forward, the need of a larger endowment and income therefrom is most pressing, the first necessity being to overcome the unavoidable annual deficiency.

The salaries of the professors and other teachers are, and always have been, very low. It is hard to estimate the amount of self-sacrifice which devoted Christian teachers have undergone for many years in carrying on their work in Oberlin. Men whose talents, training, and experience would command double these salaries in other institutions, have continued their labors here, largely, in many cases, out of special love to the Institution and the type of Christian education which it represents. We could mention the names of teachers who have been repeatedly called to College presidencies and to other academic positions, at greatly advanced salaries, who have remained with us. These meager incomes, which are a standing reproach to our Institution, mean, in some cases, domestic inconvenience, inability to attend educational conventions, or to secure much needed rest in times of vacation. These incomes mean anxiety, depression, and physical depletion on the part of some of the noblest and most successful teachers. In a nation and state abounding with wealth, where the accumulations of property are growing more rapidly than ever before in the history of the world, is it fitting that a college like Oberlin should be compelled to make its teachers grind, toil, and scrimp in such unworthy fashion? The best work cannot be done under such harassing limitations. It is not

merely the meager salaries that are deplorable, it is the lack of leisure for research, for travel, for publication, which seems a scarcely endurable hardship to many accomplished, aspiring, and successful instructors.

A wide field lies open at this point for the presentation of increasing needs in many directions for the better equipment, as well as for the expansion of the work of the College, in adding to the number and efficiency of the teaching force, and making the work in all departments more vital and progressive. The reading of the reports herewith published will present a vivid but not exhaustive account of the present needs of the Institution. The College requires instructors or assistant professors in several departments; notably in History, Psychology, English, German, French, and the Biological Sciences. The argument for enlarged teaching force in the German Department will be presented more fully at the Annual meeting. A conclusive statement might also be made of the need of a larger force in the teaching of English. It is gratifying to note the advance which Principal Peck announces in the English teaching in the Academy. I heartily agree with the statement sent to me by one of the Academy teachers, who writes: "I have made a careful study of the needs of the young men and women in our Academy. One hundred and forty have come under my direct observation four times a week. Their training has been irregular and insufficient, and our noble English language suffers every time they write or speak. The natural ability of our boys and girls equals, and their earnestness excels, that of any pupils I have ever taught; they should be trained for positions of honor and trust in our nation, and we are not doing our whole duty if we fail in training them to fill those positions with grace and fidelity. Unless we do more for the English Department, we shall send forth young men and women who will betray us, as well as themselves, every time they speak.

Our teaching force should be increased, our students should write often, and rewrite. This they can do in Latin, where the teaching force, in proportion to the English, is usually four to one. We do not want less Latin, but more English. My co-workers admit this, but they tell me that Oberlin is poor. This, I have no doubt, is the case, but our country is rich, and her sons and daughters must have of her abundance and be trained to sing her praises in English that shall be denominated good."

In my Report last year I made special reference to the needs of the English Department. I said that whatever other important things we may be unable at present to do, there is one thing which cannot rightly be left undone in Oberlin College. Perhaps more has been done in the last year than ever before for those who are studying our literature and learning to write our language. I will, however, call attention to Professor Wager's statement of the need for a professor of Rhetoric, who shall have supervision of English Composition. Let me again speak of the needs of the Library, recommending a consideration of Professor Root's report. The reading-room is no longer adequate, the shelves are over-crowded, the office of the Librarian is inconveniently small, and the demands for new books cannot be met. Several of the teachers call attention to the inadequate supply of books for their departments,—Professor Martin, Professor Dennison, Professor Burroughs, and Professor Johnston. The Professor of Mediæval History appreciates the grim humor of sending ninety students to the Library for a volume, only one copy of which is on the Library shelves! Some of the students feel that the principal defect in Oberlin's equipment is the want of an adequate general library. Freshmen particularly have not usually access to the U. L. A. Library, and they have suffered great inconvenience in hunting vainly for books that

are not in their places on the shelves, or that are to be found only in the U. L. A. Library, or are in such demand that it is impossible to obtain them when one has the time to use them. A new Library Building, adequate to our present and future needs, costing one hundred and twenty-five thousand dollars, with an equal, or larger, amount for its endowment, is one of the accessions to the equipment of Oberlin College which will be greatly appreciated. The present building might then be used for the Art Department and an Art Library.

Attention has been called heretofore to the need for an Academy Building, a Physical Laboratory, an Administration Building, and, above all, for a Science Building for the departments of Zoölogy, Botany, and Geology. One hundred thousand dollars will be required for this building if it is adequate. The valuable collections under the care of Professor Albert A. Wright are not now available to any great extent. Some of the cases are in rooms in Peters Hall, many valuable specimens are boxed and placed in the cellar of the Library Building, large collections cannot be unpacked, and the boxes containing them cumber the floor of one of the laboratories. These collections, as Professor Albert A. Wright has written, ought never to be placed in a building which is not fire proof. A Natural History Building which shall not only provide for these valuable and growing collections, but shall also furnish rooms for lectures and laboratory work, is a demand of the College so urgent that perhaps nothing in the way of buildings should be mentioned by the side of it. And yet we ought to survey still further the needs of the College, if, at the beginning of the century, we are to get an adequate conception of the work to be done. The need of a new Gymnasium for women should be considered. The advantages for social training in such buildings as Baldwin Cottage and Talcott Hall are obvious and great. New halls for young women would be an

important addition to the equipment of the College. My recent observation of the Houston Hall for young men in connection with the University of Pennsylvania has impressed upon me the need of such a hall in Oberlin. It should contain reception rooms, a reading room, a bowling alley, a large hall for meetings, and smaller rooms for Bible study and for committees. It should be accessible to all the men of the College at a merely nominal fee, and should be the center of their social life. A building costing seventy-five thousand dollars would be no more than adequate to this need. Dr. St. John and Dr. MacLennan call attention to the need of equipment in their departments. A Psychological Laboratory is imperative if Psychology is to be taught by modern methods. A Central Heating Plant, whose cost will be between thirty thousand and forty thousand dollars, is urgently required. A committee is at work preparing a Report on this subject.

We are now rejoicing in the approaching completion of the new Severance Chemical Laboratory, some of the rooms in which will be used temporarily for the needs of other departments. Through the generosity of Mr. F. Norton Finney, eighty thousand dollars are available for a new Chapel Building whenever the Trustees deem the College able to put up this memorial structure in honor of President Finney. The Chapel Fund is now invested to yield an annuity. It has been decided that the endowment of the College must be largely increased before this can be rightly made available for a Chapel.

One of the chief necessities of the College is funds for a hundred new scholarships of a thousand dollars each. Perhaps nothing gives College authorities more anxiety than the needs of the many young men and women, full of earnestness and ambition, who desire a liberal education, but have not the means of obtaining it without help. Another hundred thousand dollars should be provided for fellowships at ten thousand

dollars each. These are required for advanced study, so that the graduates of Oberlin may go forward in post-graduate work, fitting themselves for professorships and other advanced positions. Lacking these fellowships the College has had to find its younger teachers and professors, to take the place of the earlier ones, among graduates of other institutions.

This imperfect survey of some of the pressing needs of Oberlin has been made in order to reënforce the argument for a largely increased endowment. It is your conviction that provision for new buildings must, if necessary, be deferred until the endowment is greatly augmented. It has been truly said that "to give colleges efficiency and permanency there must be endowment. 'Bricks without straw' are as impossible in intellectual as material structure. Endowment means endurement." With a million and a half dollars of additional endowment Oberlin will possess an income enabling us to prevent annual deficits, to provide the new teachers who are needed, to increase the salaries of our professors, and to take proper care of the new buildings which must soon be erected. The College sometimes loses excellent teachers because it is not able to offer them adequate salaries, and we annually lose a large number of good College students, who, after the Freshman year, go to Eastern institutions with ampler equipment. It needs but little calculation to show how seventy-five thousand dollars of additional annual income could be profitably utilized in meeting the present and fast-approaching necessities of the College.

The recent offer of two hundred thousand dollars by Mr. John D. Rockefeller on the condition that three hundred thousand dollars besides are raised by the 1st of January, 1902, marks a new era in the history of Oberlin. I wish to express our grateful appreciation, not only to Mr. Rockefeller, but to Mr. J. G. W. Cowles, who has taken great pains that adequate

and accurate information should be conveyed in regard to the needs of Oberlin. It is expected that seventy thousand dollars will be available for endowment from the legacy of the late Mrs. Caroline E. Haskell, and nearly forty thousand from the will of Mr. William E. Osborn of Pittsburg. A friend in New England has offered fifty thousand dollars on condition that the five hundred thousand dollars for additional endowment be raised during the present year. It will require several large gifts before the completion of this half million fund, and the successful completion of this effort will be a hopeful incentive to the larger effort just ahead of us.

CLAIMS OF OBERLIN.

The claims of Oberlin College are as strong and pronounced as its needs. This Institution has been of priceless value, not only to those who have enjoyed its privileges as students, but also to the community, the state, the nation and mankind. Whatever claims upon wise philanthropy the Christian college may make, Oberlin surely makes them in a pre-eminent degree. From the very beginning the College has had for its fundamental purpose the elevation of humanity, the doing of some wise and lasting service for the country and for the world. With very limited means it has done an almost unlimited work. More than thirty thousand men and women have come as students under Oberlin training, and these people, scattered as teachers and citizens through almost every village and city of Ohio and the Middle West, and even the far West, have done an incalculable service for the higher life of the country. Oberlin was the first college to admit women to equal and common privileges with men in a classical collegiate education. It opened its doors to students, irrespective of race, and was foremost in the Anti-slavery agitation which led up to the Civil War and the act of Emancipation. It may justly

be deemed the historic College of the West, standing at the center of the moral and spiritual forces which have shaped our newer civilization. It is intimately linked with the life-work of President Finney, that epoch-making force in modern Christendom. Three presidents of the United States, Hayes, Garfield and McKinley, have spoken in emphatic eulogy of what this College has wrought for the higher life of the country. The late General Jacob D. Cox has shown that it was the mighty and incessant work of the Oberlin reformers and the thousands of Oberlin students who went forth as teachers, lecturers, and missionaries, which turned the scale in the Anti-slavery contest, led to the election of Abraham Lincoln and the gigantic results which followed, making for Union and Freedom. America owes a great debt, not yet paid, to this historic college. Oberlin students have been active doers in all the fields of the world's work, not only as preachers and teachers in the North, but in foreign mission lands, among the Indians, and among the African race in the Southern States and in the West Indies. What Edward Everett Hale has called "the most democratic and cosmopolitan college in the country" possesses such strong traditions and stands for such an earnest type of character that its moral endowment is already large. Oberlin has sought for its teachers not only specialists, but men of wide experience, of earnestness, and of devoted Christian character. It has always been in harmony with the pedagogy which makes learning vital, which connects the school with life, which believes that inspiration is better than information, which looks upon the human soul not merely as a phonograph to repeat mechanically what is poured into it but as a dynamo for the generation of intellectual and spiritual power, for the light, movement, and gracious-handed comfort of mankind.

He who powerfully helps a Christian college so strategically situated as Oberlin, already a dominant factor in the life

of the Middle West and the whole country, not only wins what President Eliot calls "that finest luxury, the doing of some perpetual good in the world," but he re-enforces the powers of good in an age of supreme crisis and of golden opportunity. When Oberlin has doubled her sixty-eight years of life, more than sixty millions of people will be living within four hundred miles of this Institution.

I am persuaded that the two millions of dollars now required for additional endowment and equipment will accomplish more for higher education in our land, in education that is practical, ethical, forceful, than an equal sum used in any other way. Oberlin stands for great positive truths, and not for mere negative prohibitions, and the twentieth century will see a beautiful enlargement of these positive things in the air of expanding freedom. It is our desire to make Oberlin the best of the Christian colleges of the world, where, in the wholesome environment of one of the most Christian of American communities, the college training which regards the totality of human nature, giving over body, mind, and soul to the educational processes, shall be growingly perfected; where the spirit of a liberal culture shall ennoble gymnasium, athletic field, and the toils of the hand, as well as the halls of science, language, and philosophy. Oberlin is not a university, and our ambition at present does not lie along the line of post-graduate and specialist work. We believe in a wise specialism which does not begin too early, we believe in enlarging the scientific equipment of the College, we believe in the value of college training for business men, as well as for others, but we have an ideal which compels us to put a supreme estimate upon character, upon refinement, upon general training. It is our purpose to give the world graduates who shall be Christian gentlemen and Christian gentlewomen, broadly and thoroughly trained, full of earnest purpose and desiring to serve mankind,

regarding no station as humble which is a source of intellectual and moral advantage to others, and deeming no life a failure which contributes to the benigner tendencies at work among men.

The Christian college pervaded by the Oberlin spirit is one of the chief agencies in counteracting the dominant evils of our time. The political and moral reforms by which the life of the twentieth century is to be bettered demand educated Christian leadership, a leadership that is not pessimistic and not merely critical. It must be a leadership inspired by love, hope, and Christian enthusiasm. President G. Stanley Hall wrote wisely in saying: "The education of the future will focus upon the feelings, sentiments, emotions, and try to do something for the heart, out of which are the issues of life. The highest education is that which focuses the soul upon the largest loves and generates the strongest and more diversified interests." Dr. Henry Hopkins said at the International Congregational Council in 1899: "The great teacher makes men think, the greater teacher also makes them feel; the greatest of all teachers was differentiated from the wisest of the philosophers in that He furnished men motive, as well as guidance." Oberlin believes thoroughly in special training, and even more thoroughly she believes in men of character and experience, and seeks for her teachers vigorous Christian personalities. Academic affluence and splendor and the vast accumulations of centuries may do less for the soul than men like Finney and Mahan, Cowles and Morgan, Ellis and Churchill, Monroe and Fairchild, who wrought amid the simplicities of earlier or later Oberlin life. Emerson said: "It matters little what you learn; the question is, with whom do you learn?"

I believe with all my heart that the Oberlin spirit is as active to-day in the College life as ever before, and with increased facilities and augmented energies, which can be furnished only by

larger resources, I am confident that the old spirit of devotion to truth and humanity will still be controlling. It is impossible for a college to live on its past. It is impossible for a college to live at all and not grow. Oberlin is a tree, continually putting forth new branches, and if its leaves and fruitage are to be for the healing of the nations during the twentieth century, it must be given that enrichment, both material and spiritual, which it has shown its capacity to appropriate and wisely to use. The past experience and present standing of the College have qualified it to make the best use of whatever the providence of God and the favor of its friends may add to its endowment. Is there any college in the land where so much has been accomplished with so little, where so many have been educated at so small a cost, where better work in training young men and young women, both in scholarship and in character, for useful lives has been performed?

It is interesting to note that the cost to the Institution of educating a student in Oberlin is far less than the cost in many older and larger colleges. Indeed, it is from one-third to one-half of what it is in some of the larger universities. I give below the cost of educating a student in Oberlin in the various departments:

In the College Department.....	\$ 117.91
In the Academy.....	74.98
In the Seminary.....	338.53
In the Conservatory.....	130.12

This result is obtained by taking the average enrollment each term, and using it as a divisor into the aggregate expenses charged against each department. There was an average cost of \$24.26 per student for general or so-called "University" expenses, and this amount has been added to the figures obtained, the results being as shown in the table above. The chief item of expense of course is teachers' salaries. Recent

estimates show that the cost of educating a Theological student in several of the chief New England Seminaries is more than twice that in Oberlin.

THE OBERLIN REUNION.

The extraordinary success of the Reunion of Oberlin Alumni which occurred last June is well known. It was due to the earnest labors of many persons in Oberlin and out of it. More than two thousand former students of the College, eager to meet each other and to look once more on the beloved face of President Fairchild, were gathered at the various meetings which culminated on June 27, 1900, in scenes of enthusiasm long to be remembered. Of two thousand eight hundred and thirty-seven living Alumni, eight hundred and fifty-one made pledges to the Reunion Fund, amounting in all to eighty-two thousand seven hundred and ninety-one dollars. The largest gift was of ten thousand dollars. It is well known that few of the graduates of Oberlin have become rich. This is chiefly because those who have gone through their courses as students here have done so with a view of fitting themselves for positions of public usefulness as teachers, ministers, missionaries and the like, rather than for commercial and industrial life. The prevailing sentiment in the College and community from the beginning has been religious, reformatory, and educational. The number of living graduates who could be considered men of wealth is extremely limited, but in devotion to the College, the Oberlin Alumni are rich indeed. There were graduates who took the money which was to have paid their travelling expenses and to have made them happy participants in the Reunion, and sent it as an offering of love to their dear College. Our hearts go out in affectionate greetings to such givers.

There was something extremely inspiring in the Reunion

gatherings, which grew in interest to the very close. Beneath smiling skies and with happy hearts the academic festival continued. Students, representing every decade of the College history, gathered from all parts of the earth, and the flags which decorated the large tent on the Campus were sent by graduates from China, Japan, Syria, Turkey, Brazil, South Africa, and other distant lands, while the Hawaiian flag was a magnificent symbol of the loyalty and love of the Oberlin graduates in Honolulu. How significant were the morning prayer-meetings, with their testimonies as to what Oberlin had done for individual lives and their earnest petitions for that enlarged influence, which it is hoped that the twentieth century will bring. The cordial greetings which came to us from such representatives of American education as Professor James H. Ropes, of Harvard, Professor E. G. Bourne, of Yale, Professor Charles M. Tyler, of Cornell, Professor E. G. Conklin, of Pennsylvania, Professor R. M. Wenley, of the University of Michigan, Professor Franklin H. Giddings, of Columbia, Professor Harry P. Judson, of the University of Chicago, and President William O. Thompson, of the Ohio State University, deepened the joy of the Reunion. One interesting feature was the placing of a tablet upon the Historic Elm, together with an appropriate and valuable historic address of Dr. William E. Barton. At the patriotic meeting on June 26, as we remember with reverent sorrow, General Jacob D. Cox presided at an Oberlin meeting for the last time.

A FORWARD MOVEMENT.

At the close of the Reunion I said: "We have great things to do, and the College, the town, the Faculty, the students, the Trustees, and loyal Alumni must unite in hopeful, constant effort." It was inevitable that after such a meeting many should feel inspired to undertake large things for the

College. A friend in New England had promised fifty thousand dollars for new endowment, provided a half million was raised before January 1, 1901. Later he was kind enough to give the College another year to fulfill the conditions of his pledge. In August I sent out a letter to each member of the Board of Trustees, with a statement of the needs of the College, and asking for counsel in the effort to secure a larger endowment. The replies gave me much encouragement. I quote a few sentences from these various letters: "It seems to me that sufficient aid cannot be found among immediate friends, and that new territory must be sought." "The Alumni Endowment Fund is an evidence that for so large a sum as this offer contemplates we must look chiefly to a few large givers." "If we could get one hundred thousand or two hundred thousand dollars additional promised toward meeting this original condition, then we could openly, enthusiastically and pretty confidently push for the balance." "I fully appreciate the necessity of what you say, and it seems to me that no time will ever be more propitious than the present for effort in this direction, especially after the great enthusiasm of our Reunion." "I entirely concur in your conclusions that endowment for Oberlin must be raised by a few large donations, and not by a number of small contributions. The rank and file of the friends of Oberlin are poor, and the aggregate of their contributions will never be large. It seems to me that it ought to be possible to find one or two men who will do for Oberlin, on a reduced scale, what some of the rich men of the country have done for the great universities." "My voice is for an open, energetic, persistent campaign, with the purpose and hope of victory." "I fully agree with you that the way to get the money is to get it from a very few men. There are, unquestionably, plenty of men that are able to give anywhere from one hundred thousand to two or three hundred thousand dol-

lars, if we only knew who they were. And, undoubtedly, there are plenty of men who would give to Oberlin College if the matter was only properly presented to them." "May I suggest the preparation by yourself and the Treasurer of a succinct and explicit statement of the needs of the College as a basis of appeal? Such a statement would crystallize our thought and make available to all the strongest appeal." "Oberlin is well spoken of everywhere, and the late Reunion was noticed so widely that it will be a much easier matter to reach its friends now than before. The gradual, but sure, decrease in the rate of interest, thereby reducing its income, compels Oberlin to ask increased endowment to continue the work on the present basis, or else large deficits will be the result. A persistent, never letting-up effort must now be made, and I am ready to approve and coöperate in any method suggested." "I heartily agree with the suggestion of a better-paid Faculty. The men who have so long borne the burden should not do so longer, but should be paid relatively with other colleges. Of course, so long as the annual deficit occurs, increase in salaries is impossible. Occasional deficits are pardonable, but continuous deficits are wearisome and depressing." "Oberlin is not extravagant, and the public must be made to see that there is more given for the money in Oberlin than in any other college. I do not see how Oberlin can stop now; she must go forward. These increasing demands must be met; she must push on to take the proper place belonging to her, and to do this she must have more equipment and more endowment. A Science Hall is imperatively required."

My time, thought and effort have been very largely given to the carrying out of the suggestions made by the Trustees. The great offer of Mr. John D. Rockefeller has sent an inspiration through the wide constituency of Oberlin, and makes it imperative, not only that we fulfill the conditions of his generous

proposition, but that we utilize to the full the present opportunity of putting the College on a firm financial basis. It may not be possible for the Alumni of Oberlin to make large contributions to College endowment, but the opportunity is now theirs of helping the College through the Living Endowment Union, a report from which is herewith published.

LIVING ENDOWMENT UNION.

At the last Commencement, the Oberlin College Living Endowment Union was organized. Homer H. Johnson, '85, is Chairman, and Irving W. Metcalf, '78, is Secretary. The other members of the Board are Mrs. Sarah C. Little, '59, Dr. George C. Jameson, '90, both of Oberlin, and Willard L. Long, '99, of Cleveland. Luther D. Harkness, of Oberlin, is Assistant Secretary. Through this Union the Alumni may remove the incubus of annual deficits, and they may do more. I heartily second the suggestion of Mr. Metcalf, who has been supervising with great fidelity the launching of the Endowment Association. He says:

Mr. John D. Rockefeller's munificent gift of two hundred thousand dollars on condition that three hundred thousand dollars more be raised before January 1, 1902, is an inspiring challenge to every friend of Oberlin. The most effective way for Oberlin's Alumni to express their appreciation of this and other gifts from those who are not graduates of Oberlin, is by enthusiastic and loyal support just now.

The Living Endowment Union has come to the Kingdom for such a time as this. The College will always need the close relationship with its former students and all the financial help which the Union is organized to provide, but every dollar given during the present year will be multiplied in power as at no other time in the history of the College. The need of money for current expenses is especially urgent until the income from enlarged endowment becomes available, and under the Union's constitution all money paid during 1901 can be applied toward meeting Mr. Rockefeller's conditions if the College Trustees shall deem it necessary.

NEW BUILDINGS.

The beautiful and costly Chemical Laboratory, the gift of Louis H. Severance, of New York, is approaching completion. Mr. Howard Van Doren Shaw, of Chicago, is the architect of this building. It will be ready for occupancy at the beginning of the Spring term. The corner-stone was laid May 31st, 1900, by Mrs. Dudley P. Allen, of Cleveland, with addresses by Rev. Ernest E. Baker, D.D., of Cleveland, Mr. John L. Severance, '85, who represented his father, and Professor F. F. Jewett. Prayer was offered by Bishop Leonard, of Cleveland.

One of the most interesting exercises at the late Reunion was the breaking ground for the new Warner Men's Gymnasium, the gift of Dr. and Mrs. Lucien C. Warner, of New York. The plans for the building, which is to cost forty-five thousand dollars, thereby leaving five thousand dollars for endowment, were made by Patton, Fisher & Miller, of Chicago. Professor Fred E. Leonard, Director of the Men's Gymnasium and Professor of Physiology, gave careful study to these plans before going on his leave of absence to Stockholm. On his departure, the chairmanship of the Building Committee was given to Professor Charles E. St. John. More than one-third of the work on the edifice has already been completed, and, according to the contract, it must be finished by the middle of July.

The gift by Mr. James B. Dill, a distinguished lawyer of New York, of seventeen hundred dollars for the foot-ball field has been very timely and helpful. Comfortable seats have been provided, the entrance gate, the strong enclosure, and the dressing-rooms completed, and the great improvement on former conditions is noteworthy and hopeful.

OTHER GIFTS.

Among the other gifts of the year which should be gratefully mentioned is one of a thousand dollars from Mr. Louis H.

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Severance for the equipment of the Chemical Laboratory; a gift of two thousand dollars from Mrs. Helen G. Coburn, of Boston, for scholarships; a thousand dollars from Mr. Edmund Hall, of Detroit, which the President has used in purchasing books for the various departments and for scholarship funds; five hundred dollars from Mr. C. F. Olney, of Cleveland, for artistic photographs; and five thousand dollars from Mr. A. C. Bartlett, of Chicago, for scholarships to be named in honor of his son, Frank Dickinson Bartlett, who died last July in Munich. I wish also to express my grateful appreciation to the Trustees and other friends who aided me in clearing off accumulated deficits amounting to seventeen thousand dollars, and my appreciation of the gifts and services of the citizens of Oberlin toward the exercises of the Reunion. There have been gifts to the Slavic Department in the Seminary, amounting to nearly twenty-seven hundred dollars, which should be mentioned. The Oberlin Musical Union have made a gift of a thousand dollars toward a fifteen thousand dollar organ fund. Mrs. Mary B. Ingham, formerly of Cleveland, but now residing in Oberlin, has presented the College Library busts of Beethoven, Scott, Milton, and Newton. Professor Albert A. Wright calls attention to the gift of a series of modern shells from the Rev. John T. Gulick, so well known to the scientific world in connection with the late Professor Romanes, of Oxford; and also to the gift of a large collection of carefully studied Hamilton fossils of the State of New York from Herdman F. Cleland, of the class of '94. The Union Library Association appropriated one thousand dollars for new books at the beginning of the year. This Association had ten thousand, eight hundred and fifteen volumes at the time of the last report, January 5, 1901, having added two hundred and seventy-seven during the six months preceding. The devotion and success of this Association are worthy of warm approval. In the

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will of the late John Sherman, one of America's foremost statesmen, was a bequest of five thousand dollars to Oberlin College. It is a matter of pride that Senator Sherman expressed in this way his appreciation of the work of Oberlin College. Besides the former gift of his private library, to which Professor Root refers in his report, the late General Jacob D. Cox bequeathed to the Institution two hundred dollars worth of books, together with minerals and other scientific collections.

THE TAYLOR INN, LODI.

A unique and valuable gift to the College during the last few months is the new Taylor Inn, at Lodi, Ohio, which comes from the generous hands of Mr. and Mrs. A. B. Taylor. This is certainly one of the most beautiful structures of the kind in the state. The College accepts it with most grateful appreciation, and hopes that it may prove what Mr. and Mrs. Taylor desire, a lasting ornament to the village where it is situated and a means of aiding the work of Oberlin.

COLLEGE LEGISLATION.

Among the recent events in the history of the College year, few are more important than the modifications made in College Legislation. Some changes were made over two years ago in the regulations governing College students, and in announcing these changes at that time Professor King said that if a permanent head of the College were already selected it might be well to go still farther in this direction. He stated the conviction of the Faculty that it is best to commit more things to the initiative and judgment of the student. After careful and repeated deliberations, lasting through months, it was decided, first of all, to abandon the self-reporting system throughout the Institution. Previously students had not been required to report on some of the more important rules. The self-reporting system had applied chiefly to chapel and church

attendance and the morning-prayer rule. There doubtless was a time in the history of Oberlin when the self-reporting system was useful. Of late years, however, with changing administrations, and with long intervals between presidencies, there has not been the strenuous effort of former years to build up the sentiment of conscientious loyalty to the administration of this system. On becoming President two years ago last January it was my purpose not to inaugurate any sudden changes, but to make a careful and thorough study of the situation. I discovered that the self-reporting system was not giving satisfaction to many of the Faculty and a large number of the students. Certainly it was not promoting conscientiousness. Many were getting into the habit of careless reporting of failures, and the most conscientious students were frequently those who suffered most from the system. The Christian life and spirit of the College necessarily suffered. In abolishing the self-reporting system the Faculty expressed their belief in a generous trustfulness, their preference to rely upon the student sentiment to maintain the good name of individuals, of classes, and of the Institution. Restrictions are necessary, but minute restrictions and prohibitions, which are often annoying, throw unnecessary temptations before students who mean well on the whole, and produce that irritation and that sense of infringed personal liberty which do not tend to happiness or to true moral strength. Self-government is a difficult art, but it is an art which must be practiced.

Another modification in the College legislation was announced as follows: "The rule requiring attendance at morning prayers is discontinued, it being understood that in discontinuing this rule the College intends in no way to indicate that it favors the giving up of morning prayers in the houses in which the students board. On the contrary, it earnestly desires that morning prayers be kept up, and hopes that the

voluntary element introduced by revoking the rule may add to the value of the exercise." The hope here expressed has been fulfilled and the voluntary element has led to better results.

The requirement of faithful attendance at chapel is, in the highest degree, important in a college like Oberlin. That requirement was continued, with the change that the classes were to be seated by themselves, and a seat was to be set apart for each individual student. The result has been an extraordinary increase of chapel attendance, a daily increase of from two hundred and fifty to three hundred.

One of the best features in the changes made was the printing in one pamphlet of the College rules for all the students. Among these rules is a requirement that students should report to the proper Dean the church which they elect to attend, the Dean sending to each pastor the names and addresses of those choosing to attend his services. The result in this case also has been excellent. Those of you who are familiar with the pamphlet containing the College rules have noticed that some of the regulations have been simplified and shortened, and that many specific prohibitions have been omitted. We believe it is well to appeal to the students as ladies and gentlemen, to trust them, to rely on their honor, to expect their loyalty. The introduction of student government into the halls has proved satisfactory.

At the time when the announcement was made of the changes, Professor King said: "The day seems to me to be significant, because for the first time the entire Institution is face to face with the entire body of regulations. The legislation for the whole Institution has never been so unified. It is here presented in one book, recognizing the complexity and many-sidedness of college life. Moreover, we believe that we may confidently expect these regulations to commend themselves to your sober judgment. None are petty or arbitrary. The regulations

concerning conduct are truly few, simple, reasonable, and dignified. They are not to be apologized for by us to you, or by you to one another or outsiders." In making the announcement to the women, Dr. Luce said: "The success of this plan demands that each one should recognize that her own interests and welfare depend upon the interests and welfare of each, and, therefore, of all; that each is but a part of the one great whole; that each one stands shoulder to shoulder in upholding the requirements. In the administration of these requirements I shall aim to make them not so much a question of legislation as of education and right feeling; a dealing with the individual, and as a prevention and a cure, not merely a suppression and a regulation, which is always sure to fail. To-day harmony, economy, and effectiveness demand of every institution continually a larger academic policy shaped more by the needs of the present, more coöperation, greater earnestness and enthusiasm." In my remarks to the students on the same occasion, I said: "My ambition for Oberlin is expressed in the words of one of Oberlin's friends in speaking of another college,—'enthusiasm without eccentricity; the Christian spirit without narrowness or over-intensity; the scholarly habit without the air of pedantry; and a generous social life.'"

The new College legislation has met the general approval of the students and Alumni. On the 14th of January the Faculty voted that the following clause be added to the rule concerning the use of intoxicating liquors and tobacco:

"The members of all organizations in College that represent the College outside of Oberlin are required to abstain from the use of intoxicating liquors and tobacco, as well when representing the College abroad, either in term time or during vacations, as when they are in Oberlin."

APPOINTMENTS.

Confirmed at the Annual Meeting, March 7, 1900:

William George Caskey, to the chair of Oratory and Rhetoric.

Simon Fraser MacLennan, to the chair of Psychology and Pedagogy.

Frederick Orville Grover, to the chair of Botany.

Charles H. A. Wager, to the chair of English, for two years, with a view to permanence if the appointment proves satisfactory.

Joseph Scudder Chamberlain, as Instructor in Physics and Chemistry, for one year, reappointment.

Wilfred Hobson Sherk, as Tutor in Mathematics in the Academy, for one year, reappointment.

Clara Louise Smithe, as Tutor in Latin in the Academy, for one year, reappointment.

Mrs. Alice E. Mead Swing, as Tutor in German in the Academy, one-half work, for one year, reappointment.

Rosa Maritta Thompson, as Tutor in Latin and English in the Academy, for one year, reappointment.

William Eugene Mosher, as Tutor in German in the Academy, for one year, reappointment.

Adoniram Judson Marshall, as Tutor in Physics in the Academy, for one year, reappointment.

Mary Elizabeth Kennedy, as assistant in the Botanical Laboratory for the spring of 1900 and also for the year 1900-01.

Isabel Seymour Smith, as assistant in the Botanical Laboratory, for one year, reappointment.

Edwin Fauver, as acting Director of the Men's Gymnasium for one year, new appointment.

At the special meeting, April 14, 1900, and confirmed at the semi-annual meeting, June 25, 1900:

Alice Hanson Luce, as Dean of the Woman's Department and Professor of English.

Confirmed at the semi-annual meeting, June 25th, 1900.

E. Louise Brownback, as Tutor in English in Oberlin Academy, for one year, new appointment.

Helen C. Willard, as Tutor in Declamation in Oberlin Academy, for one year, new appointment.

Alice Bertha Foster, as Director of the Woman's Gymnasium, for one year, reappointment.

Mary Asenith Reed, as Assistant in the Woman's Gymnasium, for one year, reappointment.

Mary Eleanor Barrows, as Instructor in English, to take charge for one year of the Freshman English, in five divisions, new appointment.

Edith Dickson, as assistant in English, to aid in the reading of themes in the Freshman English work, new appointment.

Ad Interim appointments confirmed by the Prudential Committee:

March 13, 1900:

Edgar Fauver, as Tutor in Greek in the Academy, for one year, new appointment.

Edwin Fauver, as Tutor in History in the Academy, for one year, partial work, new appointment.

July 25, 1900:

Mrs. Harmonia W. Woodford, as Dean of the Young Women of the Conservatory Department, the salary to be paid by the Conservatory Department, new appointment.

October 30, 1900:

Mary Theodosia Currier, as Assistant Dean of the Woman's Department, for one year, new appointment.

Ernest L. Bogart, as Associate Professor of Economics and Sociology, for one year, new appointment.

February 18, 1901:

Lila J. Wickwire, as Assistant in the Woman's Gymnasium.

LEAVE OF ABSENCE.

Fred Eugene Leonard, for the year 1900-01, with continuance of salary, and with the understanding that no additional expense be incurred by the College.

RESIGNATIONS.

Thomas Nixon Carver, from the chair of Economics and Sociology, to accept an appointment with Harvard University.

Mary A Reed, as Assistant in the Woman's Gymnasium, to accept a position in Brooklyn, N. Y.

Joseph S. Chamberlain, as Instructor in Chemistry and Physics, to accept a position in Johns Hopkins University.

MRS. LORD'S RESIGNATION.

At the meeting of the Trustees last June it was voted, in accepting the resignation of Mrs. Lord, to appoint a committee, with General Shurtleff as Chairman, to prepare appropriate

resolutions, and these were to be on record as adopted by the Trustees. . They are as follows:

In accepting the resignation of Mrs. Elizabeth W. Russell Lord, the Assistant Dean of the Woman's Department, this Board desires to express its very high appreciation of the value of her sixteen years' service. Her whole life has been devoted to the work of Christian education. She and her husband, Dr. Asa D. Lord, were selected in 1849, on the recommendation of Horace Mann and Henry Barnard, to organize in Columbus, Ohio's first graded school; and Dr. Lord was the author of the school law which is the basis of our present public school system.

In all of Dr. Lord's eminent service, both in the public schools and as superintendent of the school for the blind in Ohio, and afterwards in New York, Mrs. Lord was an equal sharer, and at Dr. Lord's death was unanimously elected superintendent of the school for the blind at Batavia, N. Y. The official reports of the State Board of Charities of the State of New York give abundant evidence of Mrs. Lord's effective service. The secretary of that organization states that probably Mrs. Lord has taught more blind people to read than any other person in the world.

Her judicial temperament, her tender sympathy, her sound practical sense and her high Christian character, have made her an ideal incumbent of the position she has so long and successfully filled.

Mrs. Lord will be held in grateful remembrance by the alumni and friends of Oberlin College for her faithful work, for her lifelong interest in the College, for the benefactions of herself and Dr. Lord, and for the gift of the beautiful cottage which connects her name permanently with the work of the College.

THE ACADEMY.

It is a growing conviction that the Academy; instead of being a department which may ultimately be given up, is one of the vital and permanent factors of Oberlin life. My own realization of its importance grows clearer with experience and observation. It needs endowment as well as a new building. The Scientific Department of the Academy requires enlargement. With the changes in the course of study which are about to be made, and with others which may follow, it is evi-

dent that this may easily become one of the greatest and best institutions of the sort in the country, fitting students, not only for Oberlin College, but for our chief American universities.

In the general purpose to make the most and best of what we have here, Oberlin ought to have a strong Academy, which shall be to the Middle West what the great academies of New England are to the East; or, to put it another way, the strongest academy in the Middle West ought to be at Oberlin.

Oberlin's general purpose, commending her as it does to the Christian public, her wide reputation, her widely scattered and exceptionally loyal constituency, the many advantages which center here, all emphasize the importance of this place as the fitting location for one of the strongest schools of secondary training in the country.

But to realize this ideal the Academy must be able to offer advantages equal to those of the best secondary schools elsewhere. In the enumeration of some of the needs of such a school, the first and most obvious need is for a suitable building. Compare our present equipment in this respect with the equipment of many a village high school, and the disadvantages under which we labor will be immediately apparent. The Academy should have well-equipped physical and chemical laboratories. It cannot now offer to students preparing for scientific schools the advantages in this respect which are offered by many high schools.

The Academy should have a department of Manual Training in order that the boys who wish to take courses later in the technical schools may acquire early that training of eye and hand as well as of intellect so essential to the successful pursuit of the higher forms of skilled labor which the present age opens up. In this respect has not Oberlin fallen behind many another school in living up to her own motto, "Labor and Learning?" Given the building with the needed equip-

ment, we should have with it an endowment which will enable us to employ and retain permanently as teachers, trained men in the increasingly important department of secondary education for which the Academy stands.

In addition to the value of such a school as a preparatory school for higher institutions of learning, would not such a school afford the advantages needed by a large class of students to whom the higher courses may not open, but who would be glad to pursue the lines of secondary study in a school rich in the spirit and traditions which gather about the name of Oberlin?

It need not be said that no less emphasis should be placed upon character, but would not such an equipment as the Academy needs furnish a larger opportunity for character-building as well as for intellectual development; and in appealing to a more varied constituency would we not thereby greatly enlarge and extend the influence for which Oberlin has always stood, and which we hope she may ever impart?

THE SEMINARY.

A gratifying increase in the number of theological students, and the great favor with which the Seminary is regarded by those in the various classes, are surely prophetic of growing prosperity and usefulness for this part of Oberlin's work. Almost from the beginning, theological education has been one of the chief features of Oberlin history. In the Seminary we have rejoiced in two traditions, the tradition of evangelical earnestness, and the tradition of intellectual breadth and liberty. Although the College is under no sectarian control, the Seminary has been identified most largely with a special denomination, the great college-building and educational force of our earlier history. One of the foremost preachers of the modern world was the second President of

Oberlin. His fame and spirit have gone throughout Christendom. The intense evangelism of his nature is embodied in the spirit of the Seminary to-day, in new forms, doubtless, but with a pervasive force. The methods pursued by the members of the Theological Faculty are in accord with the most advanced scholarship, and the vital, positive force of the teaching given is recognized by the students, who find that they are being taught a Gospel which can be preached. It is generally conceded that the criticisms made on theological education in our country are not applicable to the Oberlin Seminary of to-day. The funds of this department have been most economically managed. They should receive increase; endowment should be furnished for the very important work of the Slavic Department.

THE CONSERVATORY.

Professor Rice's report in regard to the Conservatory will be read with interest. It shows the prosperity and progress of this part of the College. It indicates that more of the students of music are taking work in the College, and that a Dean for the Conservatory women has been appointed. It calls attention to the need of an enlarged building in order to furnish additional practice rooms.

The organ concerts given outside of Oberlin by Professor Andrews in the past year have been most favorably received, and have added to the prestige of the School of Music. In May of this year will occur a Musical Festival, at which Max Bruch's "Odysseus" will be given by the Musical Union, aided by the Boston Festival Orchestra.

IMPROVEMENTS IN OBERLIN.

The Park Hotel owned by the College, which has been thoroughly made over and re-furnished, is now under the management of Mr. A. P. Gates, and is giving satisfaction.

The Oberlin-Wellington Railway was completed to Wellington on December 31, 1900, and regular passenger service was inaugurated on the opening day of the new century. This road is substantially built, well equipped, "and follows closely an historic stretch of highway." It will be of service in bringing students to us, not only from this vicinity, but also from towns southeast and south west of Oberlin through the whole state of Ohio.

POST-GRADUATE SCHOLARSHIPS.

At the semi-annual meeting of the Trustees in June, 1900, it was voted to approve of the following plan for the granting of free tuition to certain post-graduate students:

1. That for the proposed plan the departments shall be divided into the following groups,—

- A. Mathematics, Physics, Astronomy.
- B. Biology, Zoölogy, Botany.
- C. Chemistry, Mineralogy, Geology.
- D. German and Romance Languages.
- E. Latin, Greek, Classical Archæology.
- F. Economics, History, Historical Courses in Art.
- G. Philosophy, Psychology, Pedagogy.
- H. English Literature, Composition, Oratory.

2. That the teachers in each group shall have the power of recommending to the College Faculty a post-graduate student for free tuition each year, with the understanding that the receiver of such a scholarship may be called on to render assistance to the teachers in the group in which he holds the scholarship.

Two graduate students are this year doing work in Oberlin on the above plan, Mr. A. A. Agenbroad, of the class of 1900, in group F, and Miss Elizabeth Aborn, also of the class of 1900, in group B.

I would emphasize the honor attaching to these appointments. The scholarship test is more severe than in any other appointments made in the College.

HONORARY DEGREES.

As no complete list of the higher honorary degrees conferred by Oberlin College has been published, and as publication seems desirable, I add herewith the list of the LL.D., D.D., and Litt.D. degrees given by Oberlin down to the present time

LL. D.

- 1893 { James H. Fairchild, '38.
Helen A. Shafer, '63.
George T. Fairchild, '62.
- 1895 Jonathan E. Ingersoll, '45.
- 1898 { Hastings H. Hart, '75.
John G. W. Cowles, '56.
- 1899 Frederick A. Noble.
- 1900 { Samuel B. Capen.
Franklin H. Giddings.
Lucien C. Warner, '65.
Theodore E. Burton, '72.

D.D.

- 1893 { John M. Williams, '39.
Thomas E. Monroe, '55.
John M. Ellis, '51.
William M. Brooks, '57.
- 1894 { Joseph Estabrook, '47.
Russell T. Hall, '65.
Walter E. C. Wright, '65.
Frank S. Fitch, '70.
Charles J. Ryder, '75.
William G. Frost, '76.
- 1895 { Leonard S. Parker, '38.
Cassius E. Wright, '67.
Amzi D. Barber, '41.
Leonard F. Parker, '51.
- 1896 Cyrus G. Baldwin, '73.
- 1897 Henry Churchill King, '79.
- 1898 { Charles E. Jefferson.
Roselle T. Cross, '67.
Homer W. Carter, '70.
William S. Ament, '73.
Sydney D. Strong, '81.
- 1900 { William B. Chamberlain, '75.
George E. Albrecht, '82.

LITT. D.

1899 Denton J. Snider, '62.

DEATHS.

Four of the students have died during the year. Last July the College was saddened by the news of the death through accident of James B. Gilman, of Rochester, N. Y., and Oscar F. Lewis, of Calumet, Mich. Carl Brice, a Senior in the Academy, met death in the Fall term as a result of a gunshot wound; and Miss F. W. Bodie, a student in the Art Department, died recently from peritonitis.

Of former students and honored graduates of the College, there have died Professor Elisha Gray, famous as an inventor, President Erastus Milo Cravath, of Fisk University, and General Jacob D. Cox. In widely differing fields, these men brought honor to the College. Professor Gray devoted his life chiefly to electricity, and was the inventor of the electric annunciator for elevators. He also developed the system of electro-harmonic telegraphy, and succeeded in sending over a wire five hundred miles long nine different messages at the same moment, each having a distinct note, and each capable of being taken off at any number of intermediate points by tuning the receiver to the keynote on which each was transmitted. He invented the speaking telephone in 1876 and the telautograph in 1893. He was the author of numerous pamphlets, essays and books. He was honored with many gold medals, and was given the degree and decoration of Chevalier of the Legion of Honor by the French Republic.

President Cravath may be justly deemed one of the noblest and most useful men of his time. He graduated from the College in 1857, and from the Seminary in 1860. As the great builder of Fisk University he was a pioneer in the higher education of the colored race in America. It was his profound conviction that American citizens of African descent should

be provided with the means of making the most of themselves, and that industrial education, however valuable, is not adequate for that intellectual and moral leadership which many must assume if the race is to be fitted for its great responsibilities. President Cravath's name is enshrined in the grateful and admiring affection of the thousands whom he aided, and Oberlin College has a reflected honor in the great work of this one of its most distinguished graduates.

The death of General Jacob D. Cox is an event of national significance, bringing with it a profound sense of loss. The Trustees will undoubtedly take appropriate action in view of it at the coming meeting. It is with loving sorrow and the deepest admiration that we think of this man, who only a few months ago was taken from us. He had been tested on the battlefield, tested in the Governor's chair, in Congress and in the National Cabinet. He was a man of high aims and undeviating courtesy, a scholar, a soldier, a historian and a patriot. His services to the College were conspicuous and long continuing. In speaking to the students of this noble life, I said: "Daily he walked to yonder Library to complete the story of his military career, and who of us that knew him can fail to exclaim: 'He is one of the shining succession in which Sidney and Milton, Washington and Lincoln, Emerson and Phillips, George William Curtis, Mark Hopkins and James H. Fairchild have passed before us. To him amid our tears and thanksgivings, with loving reverence and with all appropriateness, we give, what is beautifully and preëminently his due, the grand old name of gentleman.' " At the Washington celebration on the 22nd of February, an appropriate memorial address in honor of General Cox was given by his step-son, Mr. William C. Cochran, of Cincinnati.

THE OBERLIN MARTYRS.

No record of the sorrows of the past year would be complete that did not make reference to the signal honor which has come to Oberlin College in the annals of Christian martyrdom. It is one of the marvels of history that at the very close of the nineteenth century the Christian church seemed to have returned to the awful days of the persecuting Roman emperors. At our Reunion in June we received loving greetings from our missionaries in China. They wrote: "From far-off Shansi, green with the springing wheat, from her mountains crowned with crumbling heathen temples, from our labors among the slaves of opium, from our growing churches, where we strive to reproduce the impressions our professors made on us, our hearts go out to you. The remembrance of Oberlin is very precious to her sons and daughters in far-away Shansi. Though prevented from being with you in body, our spirits will be with you in the coming Reunion, and our hopes for the prosperity of our beloved College are bright and boundless. We earnestly desire and expect to see her stand first in the minds of the world, as she has stood so long in ours. The grand work she has done in the past, the long roll of her graduates and the faithful, conscientious work, so quietly done by many, as well as the noticeable rewards showered upon those who have become famous, give ground for such hopes. May the spirit of the fathers, the good old Oberlin spirit, still hover over her, guiding and encouraging her in all forward movements! We rejoice in all the good that has come to her in these later years and expect much from this Reunion. Each heart sings, 'How I long to be there!' and then puts the thought away as not of the Father's planning. May the enthusiasm rise so high that it shall overflow on our shores and come rolling through the mountains to cheer us on our way." While these words were being read the storm-cloud was gathering, the earthquake

was rumbling, and soon these with their children went to join themselves "with those just spirits that wear victorious palms," the noble army of martyrs, whose blood evermore is the seed of the Holy Catholic Church. The mountains crowned with crumbling heathen fanes look down on their trampled and lacerated bodies, but their mighty monument and lasting memorial shall be the conversion of an empire and the speedier regeneration of a world. Here is the list of honored names that must ever be cherished as among the most precious in our annals:

Rev. Dwight Howard Clapp, First Congregational Church, Oberlin, '79, T. '84.

Mrs. Mary Jane Clapp, First Congregational Church, Clarksfield.

Rev. Charles Wesley Price, First Congregational Church, Oberlin, T. '89.

Mrs. Eva J. Price, First Congregational Church, Oberlin.

Florence Price, born Shansi, China, aged 7 years.

Miss Mary Louise Partridge, First Congregational Church, Oberlin, ex '96.

Miss S. Rowena Bird, Second Congregational Church, Oberlin, '90.

Rev. George Louis Williams, Second Congregational Church, Oberlin, '88. T. '91.

Rev. Francis Ward Davis, Second Congregational Church, Oberlin, T. '89.

Rev. Ernest Richmond Atwater, Second Congregational Church, Oberlin, '87. T. '92.

Mrs. Lizzie Graham Atwater, studied at Dublin University.

Ernestine Harriet Atwater, born Oberlin, aged 10 years.

Mary Sanders Atwater, born Oberlin, aged 8 years.

Celia Bell Atwater, born Shansi, China, aged 5 years.

Bertha Bowen Atwater, born Shansi, China, aged 3 years.

Steps have been taken by the Second Congregational Church of Oberlin to prepare a Memorial Tablet for these martyrs, and certainly the College will desire to place, perhaps in the Finney Memorial Chapel, a window which shall recall to coming generations how the sons and daughters of Oberlin gave to

their Lord and Master, in missionary service, "the last full measure of devotion."

PROFESSOR GEORGE FREDERICK WRIGHT.

For more than a year Professor G. F. Wright has been making a trip around the world, pursuing special studies in Glacial Geology. He has been received with much honor in Japan and China and elsewhere; he made a perilous journey through Siberia, gathering materials of great value in his special department of investigation. He is expected home in a few weeks, and is preparing to give the Theological classes a course of ten lectures, which will doubtless be heard with interest and call forth discussion. The general theme is "Geological Preparations for the History of the Pentateuch." Following are the topics of the lectures:

1. Geology and Genesis 1.
2. Geology and Genesis 1.
3. Credibility of the Flood.
4. Chronology of Man According to Science and the Bible.
5. The Great Jordan "Fault" and the Destruction of Sodom and Gomorrah.
6. The Geological Isolation of Palestine.
7. Israel in Egypt.
8. The Crossing of the Red Sea.
9. Crossing the Jordan and the Conquest of Palestine.
10. Productive Capacity of Palestine.

OBERLIN CHURCHES.

Last spring the Second Congregational Church of Oberlin, of which Rev. H. M. Tenney, D.D., is pastor, celebrated its fortieth anniversary. An elaborate historical survey was prepared by Rev. Dr. D. L. Leonard. For a year the pulpit of the First Congregational Church was supplied with great acceptance by Professors King and Bosworth. It was a matter of importance to the College who should succeed the late Dr. Brand as pastor of the First Church. That question has

been happily settled by the choice of Rev. J. W. Bradshaw, D.D., of Ann Arbor, Michigan, who, since last September, has been carrying on his work with intellectual and spiritual power, wide acceptance, and large success.

MISCELLANEOUS.

I wish to make grateful mention of the work done for the College by those who have represented it at meetings outside of Oberlin. I would call special attention to the addresses given by Professors King, Bosworth, Currier, Burroughs, Peck, and Johnston. It is gratifying to know that important books are about to be published by Professor Henry C. King and Professor Albert T. Swing.

The appointment of Mr. C. P. Doolittle as Superintendent of Buildings and Grounds for the year beginning September 1, 1900, was a wise step forward. His salary is paid in part out of the Loan Expense Fund. The thoroughness, intelligence, and enthusiasm with which Mr. Doolittle has carried on his work have been noted by all.

The College proposes to offer courses in Mechanical Drawing and Descriptive Geometry by Instructor Cairns next year. This has an important bearing on the keeping of students who wish to take engineering courses.

Reference should be made to the work done by Professor Root on the Quinquennial Catalogue of 1900. I know of no equally good alumni register furnished by any other College.

The Pan-American Exposition in Buffalo this year will furnish an opportunity for an exhibit of the work of the American colleges. The Committee on Outside Representation has charge of the preparation of an Oberlin exhibit.

The illustrated Oberlin Calendar for the year 1901 has been widely circulated and received with favor. It was sent to many high schools and colleges and to a large number

of friends and patrons of Oberlin. Scores of grateful letters have been received from those to whom the calendar was sent. This has proved itself one of the best means of keeping the beauty of the College buildings and the work of the Institution before the minds of our friends.

I am glad to call attention to the good work for the College done this season by the Oberlin College Glee Club, under the management of Professor J. F. Peck. Their winter trip reached as far west as Minneapolis and St. Paul. The highest commendations have reached me in regard to their concerts, it being the general opinion that no college organization in the country has done better work.

SEMESTERS.

The Faculty, in recent action, recommended to the Trustees that the three-term division of the year should be changed, so far as the College Department is concerned, to two terms, or semesters. The report presented gives the following reasons for the change, together with a list of institutions grouped according to the way in which they divide the college year:

1. It would save one registration day and simplify committee and office work.
2. It would give greater continuity of work and conduce to a higher sense of scholarship on the part of the students, and allow instructors to give longer and more scholarly courses.
3. It would allow a more adequate provision for examinations, and they would be given under more favorable conditions.
4. It would influence the students to elect more carefully, as an unfortunate choice would be more serious.
5. It would be possible not only to hold students to the last day before recesses, but also to bring them back on the first day after recesses; they would all the time be members of the College; the class lists would be in the hands of the instructors for the first class exercise, and there would be no recess between Semesters.
6. It would have a tendency to prevent students from staying out for a term, as it would be difficult to make up a half year's work.

7. It would give more time for a student new to college to adjust himself to his work before a final test of his first term's work was made.

	Two Terms		Three Terms	Four Terms
Cornell	Adelbert	California	Brown	Chicago
Pennsylvania	Ohio Wesleyan	Illinois	Bowdoin	Cincinnati
Columbia	Northwestern	Iowa	Amherst	
Harvard	Beloit	Kansas	Boston Univ.	
Yale	Stanford	Nebraska	Colgate	
Princeton	Smith	Michigan	Middletown	
Dartmouth	Vassar	Ohio State	Berea	
Williams	Wellesley	Wisconsin	Cornell, Iowa	
Johns Hopkins	Holyoke		Kenyon	
	Bryn Mawr		Ohio Univ.	
			Indiana	
			Hamilton	
			Minnesota	

COLLEGE ENTRANCE REQUIREMENTS.

A committee of the Faculty, with Professor Charles E. St. John as chairman, has given much time and wide investigation to the subject of college entrance requirements, and the changes which will bring Oberlin into closer harmony with the preparatory schools and with most of the best colleges and universities. At the meeting of the National Educational Association in 1899 the report of the Committee on College Entrance Requirements was adopted recommending "that any piece of work comprehended within the studies included in the report, that has at least covered one year of four periods per week, in a well-equipped secondary school, under competent instructors, should be considered worthy to count toward admission to college." It was also recommended "that the fundamental scope and purpose of the secondary schools should be regarded, and that such elasticity be allowed that schools may fit for college and adapt themselves to local environment and local needs." The National Educational Association, while recognizing the principle of election in the secondary schools, "emphasizes the importance of certain constants in all secondary schools, and in all requirements for admission."

The North Central Association of Colleges and Secondary Schools, at their meeting in St. Louis in 1900, resolved that the

unit of work be four periods of one hour each throughout the year. The Faculty recommend to the Trustees, and I second the recommendation:

1. That four (4) hours a week for one year be adopted as the unit of work for entrance requirements, and that five (5) periods per week of 45 minutes each be accepted as an equivalent.

2. That fifteen (15) units be required for entrance as follows:
- 3 units of English.
 - 3 " Mathematics.
 - 4 " Foreign Languages, of which two (2) units
 must be Latin or two (2) units must be
 Greek.
 - 1 unit of History.
 - 1 " Science.
 - 3 units of Electives.

—
Total, 15

3. That courses in satisfaction of the preceding requirements in languages, history, and science, including those marked "electives," may be offered as follows:

Latin.....	2, 3, or 4 units.
Greek	1, 2, or 3 units.
French	1, 2, or 3 units.
German	1, 2, or 3 units.
History	1, 2, or 3 units.
Sciences	1, 2, or 3 units.

and that the definitions of these requirements and of the courses that may be accepted for entrance credit be in substantial agreement with the recommendation of the report on College Entrance Requirements made at the Los Angeles meeting of the National Educational Association in 1899.

4. That half units may be accepted in addition to integral units in the same subject; and for this purpose the sciences may be considered as one subject.

5. That when a student has satisfied the entrance requirements he may pursue elementary work in foreign languages as may be provided by the College and receive credit for it to an amount equivalent to two units.

It is the general opinion of superintendents of public schools and principals of high schools, that a course constructed upon the plans here suggested will add very much to the efficiency of our instruction, and will largely aid in adapting it to the needs and requirements of secondary schools as at present organized.

COLLEGE DEGREES.

On February 11, 1901, the Faculty adopted the following recommendation to the Trustees:

That the degree of Bachelor of Arts be hereafter granted to all who complete the work required for graduation.

The recommendation is based mainly upon the following considerations:

1. The reason for not adopting the single degree system has ceased to exist, since now, in the general opinion, the A. B. degree alone stands as the badge of a liberal education.

2. Lines of work of concededly equal value should receive equal recognition, and that can only be done by granting the degree that recognizes this equality.

3. The change is in harmony with the tendency in the institutions of the first rank.

4. It is in harmony with our own practice in granting the A. M. degree to holders of the Ph. B. degree.

A. B.		A. B. and B. S.	3 or more.
Harvard	Williams	Pennsylvania	Dartmouth
Yale	Kansas	Princeton	Reserve
Cornell	Smith	Nebraska	Ohio Wesleyan
Johns Hopkins	Vassar	Brown	Ohio State
Columbia	Wellesley	Amherst	Northwestern
Stanford	Holyoke		Wisconsin
Illinois	Bryn Mawr		Bowdoin
Michigan			California

SECRETARY'S REPORT.

I commend to your attention the comprehensive report of Mr. George M. Jones, the Secretary of the College. It contains much information of value. It shows a growth in attendance and a hopeful increase in the Freshman classes. The enlargement of the work of correspondence in the last year is a new evidence of widened interest in Oberlin. I am particularly pleased that we are having more men in the College Department.

The Secretary calls attention to the important work which has been done in codifying the regulations and decisions of the Trustees. I would suggest that a committee be appointed who shall carefully consider the subject of the Constitution of the College. The present Constitution is cumbrous and complicated. It is important to consider what further steps should be taken to bring a greater degree of unity into the life and administration of the Institution.

RELIGIOUS LIFE.

This College was founded by men whose main purpose was to glorify God and who hoped to make their Institution a powerful factor, not only for education and reform, but for spiritual regeneration. While the emphasis of the Christian life has been somewhat changed, I believe that the forces which make for character and consecration to the Kingdom of Christ are as active and powerful as ever. The class prayer-meetings are well attended and well conducted. The work of the Young Men's Christian Association, like the kindred work of the Young Women's Christian Association, has been carried on with energy and success. The spirit of missions is not waning. The recent Day of Prayer for Colleges was one of marked spiritual life and power. The students have coöperated with two of the leading churches of Oberlin in an effort, led by Mr. Luther D. Wishard, who represents the Forward Movement in Foreign Missions, to provide funds for the relief of Chinese Christians who have been made homeless by the recent outrages in China. Nearly two thousand dollars were contributed by the College and town for this purpose.

THE PRESIDENT'S WORK.

It is not necessary for me to give in detail, as I did last year, an account of how my time has been divided between duties in Oberlin and many calls and claims outside. My

sermons, lectures, and addresses during the last year have numbered one hundred and thirty-seven. They have been before colleges, high schools, normal schools, churches, at Chautauqua, in Oberlin, in Cleveland, in New York and Philadelphia, in Buffalo and Kansas City, in Fargo, N. D., Ann Arbor, Mich., Meadville, Pa., Springfield and Worcester, Mass., in Portland, Me., and in many other communities. I have addressed missionary societies, Christian Endeavor conventions, teachers' institutes, ministers' meetings, and Oberlin Alumni associations. I hope that something has been accomplished to the advantage of the College, and certainly I greatly prize the many opportunities which I have had of speaking to the young people of our country gathered in schools and colleges.

The harmony, the spirit of self-sacrifice and the devotion to the interests of the College which have marked the Faculty of the Institution, deserve to be noted, and I wish to take this opportunity of emphasizing my appreciation of the spirit which they have manifested. I desire, also, to speak of the loyalty of the Oberlin community to the College interests, and of the very great debt which the Institution owes to its body of Trustees, men who have much more than a nominal connection with the life of Oberlin. Your willingness to make sacrifices of time, and gifts of money, your readiness to undertake hard things and to plan great things, are the chief explanation of whatever progress has been made in the last two years.

Faithfully yours,

JOHN HENRY BARROWS.

Memorials.

REV. MICHAEL E. STRIEBY, D.D.

REV. JAMES BRAND, D.D.

HON. J. E. INGERSOLL, LL.D.

MR. ELIAB W. METCALF.

MR. ALBERT H. JOHNSON.

PROFESSOR WILFRED W. CRESSY.

GENERAL JACOB D. COX, LL.D.

TO THE TRUSTEES OF OBERLIN COLLEGE :

Your Memorial Committee, appointed at the annual meeting, March 7, 1900, beg leave to report as follows :

The clauses of the President's report referred to us recite :

" *Death of Trustees:* The last year has witnessed unusual losses in the Board of Trustees, occasioned by death. Rev. Michael E. Strieby, D.D., Rev. James Brand, D.D., Honorable J. E. Ingersoll, LL.D., Eliab W. Metcalf and Mr. Albert H. Johnson, have been taken from us. * * * The college has been saddened by the recent death of Professor Wilfred Wesley Cressy, the popular head of the English Department."

These losses are such as to call for the recording of fuller memorials. The Committee have found it a sad, but interesting work to gather together from varied sources the contributions of affection to such memorials which are presented herewith. In so doing they desire to acknowledge their indebtedness to many contributors, and especially to the sketches (of which, both in data and in language, they have made free use) of Dr. Strieby, by Trustee C. J. Ryder; of James Brand, in the "Chapters from a Life" written by himself, and the memorial sketch by his classmate which appeared in the *Hartford Courant*; of Judge Ingersoll, by the Memorial Committee of the Bar Association of Cleveland; and as to E. W. Metcalf and A. H. Johnson, to Irving W. Metcalf for revised sketches from the *Chicago Advance*, *Elyria Republican* and *Oberlin News*; and of Professor Cressy by his colleague, Professor Dickinson.

Rev. MICHAEL E. STRIEBY, D.D.

Michael E. Strieby was born in Ohio, September, 1815. He died at Clifton Springs, N. Y., March 16, 1899. He was, therefore, in the eighty-fourth year of his age when he passed away. The toil, the sacrifice, the sorrow, the disappointment, and, to Dr. Strieby, the splendid victory of accomplished work, are brought together in the compass of his life. His early education was secured at two institutions in Ohio—Hudson College and our own College. He was graduated from Oberlin in the (famous) class of 1838. The years of his scholastic life were years of intense excitement and profound upheaval. The anti-slavery agitation was rapidly gaining a hearing and followers. Oberlin was the focal point of six underground railroads. Almost constantly a stream of fugitive negroes—men, women and children—escaping from the horrors of American slavery, passed along these lines through Oberlin on their way to Canada. Young Strieby was a practical reformer as well as a theorist. He took a hand in helping to freedom these poor, hunted black people. He not infrequently delivered addresses in various communities, proclaiming the righteousness of the anti-slavery movement. Opposition was often pronounced, and sometimes violent. This only stirred the vigorous, athletic young man to more intense antagonism to the crime of human slavery.

The influence of these college experiences, both in the classroom and in the practical application of the instruction he received to the immediate solution of the problems of human freedom, was evident through his whole life.

Dr. Strieby was a most successful pastor. After graduating from Oberlin Theological Seminary, he became pastor of the church at Mt. Vernon, Ohio. Here he served for eleven delightful and successful years. Dr. Strieby spoke of these years of service in his early ministry at Mt. Vernon a few weeks before his death to a friend. The recollections he held were tender and abiding.

From Mt. Vernon, Dr. Strieby went to Syracuse, N. Y., where he organized the Plymouth Congregational Church. Here again he proved his special ability as a pastor and preacher. After a pastorate of eleven and a half years in the Plymouth Church, he was called, in 1864, to a Corresponding Secretaryship of the American Missionary Association. It is a remarkable fact that he did not enter this service until he was forty-nine years of age. His larger and most permanent work was accomplished after middle life. This place he occupied with distinguished success until, by his own request, he was permitted to retire in 1896, and become Honorary Secretary.

Although the American Missionary Association had been organized for many years before Dr. Strieby became Secretary, still the early period of his administration included years of great privation and hardship. He was often at the front immediately after the war encouraging despondent teach-

ers, gathering about him a great mass of negroes just freed from bondage, seeking to inspire them with purposes of self-control and self-direction.

And to him it was given to see the full and complete victory of the principles for which he suffered in early manhood, and to whose realization he struggled with tireless energy in middle life. He foresaw the splendid outcome of the apparently weak and ineffective agitations into which he threw himself in early life with an abandon of devotion.

The distinctive characteristic of Dr. Strieby was that of vigor. Physically he was a large, splendidly developed man. Intellectually he was uncompromising in his self-mastery. Habits of doubtful self-indulgence he always avoided because they interfered with the free development of vigorous manhood. He was uncompromising in his opposition to wrong, though always considerate of the views of others. He took his position and maintained it with the vigor of physical courage and strong intellectual conviction. His calm, well-balanced judgment led him to the selection of that which was wise and effective, and his determined moral purpose inspired him to pursue the path toward the accomplishment of this end with indomitable energy.

Still he was a man of broad and charitable judgment, even of those who radically differed from him. His spirit was gentle and loving. He eliminated from the consideration of great questions all personal interests. He always held the impartial position of judicial judgment. His administration of those in the field of mission service was such as to attract and hold the missionaries in bonds of loving friendship. And yet even in his gentle considerateness there was the vigor of his great and magnificent purposes. The co-mingling of gentleness and determination, of charitable consideration for the opinions of others and courageous maintenance of his own convictions, compelled for him the esteem even of his opponents. These are the qualities that brought the magnificent results of his life work.

The American Missionary Association will miss his wise counsel and his loving and tender companionship. The whole body of Congregational Churches will mourn his loss and find no other one who can fill his place. He was prominent on boards of trustees in different institutions, most notably in this Board. His large views of educational problems and practical knowledge concerning the administration of institutional life made him a valuable member.

Dr. Strieby was one of the charter members of the Belleville Avenue Congregational Church in Newark, N. J. The funeral services were held in that Church on the Sabbath of March 19th. In many of the institutions of American Missionary Association at the time of the funeral, memorial services were held by teachers and pupils. Telegrams of affectionate regard were received from many friends in the North and from those who occupy these mission fields of the Association. He has fought the good fight and kept the faith and has received the crown laid up for the righteous.

Rev. JAMES BRAND, D.D.

James Brand came of Scotch stock and had its marks in face and character. He was born in the Dominion of Canada, February 26, 1834. To use his own words, his father and mother, James Brand and Janet Boyes, were born in 1810, and lived in Lochmaben, Dumfriesshire, Scotland. Lochmaben is in that exquisite region of Annandale made famous by the life and writings of Carlyle. His parents were poor at birth and remained so to the end. His father seems to have received a fair education for a poor boy in Scotland, and was thus able to teach a country school, an occupation which he followed at intervals through life. The father had the Scottish love of letters, of the native Scottish literature, and so the works of Burns and Scott and other Scottish worthies, and of Shakespeare, became the few books, but well known, that filled the childhood longings of our James Brand. His mother was a devoted woman, who was a Christian when she alone of the little community was such, and so led the whole family to the Christian life.

He went through the hardships of a pioneer home in Canada, and acquired the training of a skilled mechanic in Biddeford and Saco, Maine. At the age of twenty-four, that is, in the Spring of 1858, he became a member of the Congregational Church. His native intellectual superiority, his spiritual strength and grace, so impressed the leading members of the church and community that they became actively interested in his securing an education for the ministry. With some help and introductions from them, but mainly by his own industry and self-denial, he carried himself through the three years' preparatory course at Phillips Academy, Andover. The struggles and hardships which he went through at this time to some extent permanently impaired his health, but in no way dimmed his cheerfulness.

In 1861 at the late age of twenty-seven, he entered Yale College—a very unusual age for a freshman. It is significant of the value which he set upon the intellectual life that he carried through his plan to obtain a liberal education in one of our foremost colleges at this advanced period of his life. On September 2, 1862, he enlisted in Company I, Twenty-seventh Connecticut Volunteers. He became sergeant, and color sergeant; was wounded at Fredericksburg, where he was one of the leaders of Burnside's gallant but unsuccessful charge, and fell at the top of the hill close up to the stone wall that marked the rebel line, and lay there until after nightfall. He was in the thick of the fighting at Chancellorsville. He behaved with distinguished bravery at Gettysburg, where as color-bearer of the Twenty-seventh Connecticut he led the charge across the wheatfield to Little Round Top, and planted the colors of his regiment first of all upon that rocky ledge. For his bravery in this battle he received a special medal, still treasured by his family. He was mustered out July 27, 1863, returned to Yale and study, and was graduated with the class of 1866. He was the patriarch in age of the class, its

religious leader, and its poet, in which latter capacity he wrote the well known, and justly prized, ivy ode, beginning:

“ Symbol of our trust when sorrow
Darkens on our shadowy way,
Be thou sign of bright tomorrow,
Guide to where the sunbeams play.”

This sentiment was eminently his characteristic. Thoroughly appreciating the hardships, the sorrows, the contrarieties of life, of which he had experienced his full share, his life was dominated by a spirit of courage, serenity, hope and something more, an element of cheerfulness and sunlight. The man was stronger than the circumstances which surrounded him.

After completing his divinity course at Andover Seminary in 1869, he preached for three years at Danvers, Mass. Then in December, 1873, he accepted the call and was installed as pastor of the great First Church of Oberlin—the famous “Finney Church.” There he remained in ever-increasing usefulness and honor, until death took him on April 11, 1899.

For twenty-five years he stood before us; six generations of college students were touched by his life and words. He refused calls to other work, flattering calls. “No,” he said, “when I look into the faces of the congregation and see the young faces and think I may be able to help them, I cannot leave Oberlin.”

He served the college as trustee from 1890 to the day of his death, in his last term being elected Alumni Trustee by the graduates at large. As he was not himself an Alumnus, this was a very unusual honor, and speaks eloquently of the esteem in which he was held by the students and alumni. He was a true Christian hero. The attacks of slander and malicious prosecution, with the burden, the friction, the misapprehensions and the mistaken criticisms of misguided friends in the service, who had less opportunity than himself to understand the situation, could not swerve him from the course he believed to be right.

In his earlier years he could have made up very easily as an Indian chief—thanks to the tall, sinewy frame, high cheek bones, straight hair and piercing eyes inherited from his Scotch ancestors. Time’s snow on his head only added to the impressiveness of his personality. He contributed constantly to religious periodicals and he published several books—among them “The Beasts of Ephesus” and “Sermons from a College Pulpit.”

Iowa College made him a doctor of divinity in 1884. He was a conspicuous figure at the Congregational Council in London, and again at the World’s Congress of Religions in Chicago six years ago. The moral and intellectual integrity of his nature was absolute. The vein of poetry in him was a spring welling out of the solid rock. From youth to white hairs he was manly, upright, sincere, a Christian gentleman, a staunchly loyal friend.

JONATHAN EDWARDS INGERSOLL.

Jonathan E. Ingersoll was born in Lee, Berkshire county, Massachusetts, November 16, 1827. His father soon removed his family to near Rochester, New York, where eight years of the judge's early education was obtained. In 1840 he was sent to college at Oberlin, spending five years in that institution, graduating in 1845. He taught school in the neighborhood of Rochester for two years, and at Conneaut, four years more. While so doing he studied medicine, both at Conneaut and Hudson. He was graduated from the Western Reserve Medical College in February, 1853. In the fall of that year, Mr. Ingersoll began studying law with Bolton & Kelley, and was admitted to the bar in October, 1855. In 1862, during the hottest of the war, word came North that Ohio soldiers were suffering from want of proper treatment in Memphis hospital. Dr. Ingersoll, as he was then, volunteered his services as physician, and was gladly accepted by Governor Brough, who gave him a special commission. He served with great credit during the siege of Petersburg, Va., in 1865.

Upon the resignation of Judge Williamson, in September, 1882, Governor Foster appointed Mr. Ingersoll to fill the unexpired term, in which capacity he served until relieved by the election of E. J. Blandin, in October of the following year. After vacating this position he associated himself with Messrs. Burke & Sanders, under the firm name of Burke, Ingersoll & Sanders, with which he was connected till Mr. Sanders was appointed judge. After that time Judge Ingersoll carried on the practice of law in connection with Judge Stevenson Burke, and his son, A. F. Ingersoll, under the firm name of Burke & Ingersoll, until his death, which occurred on the 11th of August, 1899, of apoplexy, at Roach River, Maine, where he had gone for his annual vacation. He arrived there on the Tuesday preceding and had his first stroke of apoplexy on that day, which was followed by the second and fatal stroke on Friday, the 11th.

For twenty-three years, from 1876 to the day of his death, he was a trustee of the college. His services as a member of the Board and of its important committees, were most valuable, and so appreciated by his colleagues. He was always on the side of progress in education, and threw his influence in favor of every move that would enlarge the usefulness of the college.

Judge Ingersoll, as a lawyer, was absolutely fearless and honest. When he had once made up his mind that a certain position was right he would never recede from it, no matter what the opposition might be. It mattered not to him how unpopular that position might be or how fiercely he might be assailed. He was always true to his convictions and absolutely fearless. At the same time, many a poor client can testify to the tenderness of heart and generosity which lay hidden beneath a sturdy exterior. He was a

champion of the down-trodden and oppressed, and much of his valuable time was occupied in the trial of cases for people who were too poor to compensate him for his services.

With all his numerous engagements as a practicing attorney, Judge Ingersoll found time for a thorough and comprehensive study of many branches of science and art. He was a broad-minded, all-round scholar, and many a specialist has had occasion to wonder at the extent of Judge Ingersoll's familiarity with his own specialty. The bar, not of Cuyahoga county alone, but of the whole State of Ohio, has suffered a great loss by his demise, but his example of fearless honesty and loyalty to his clients' interests will ever be a stimulus to that large portion of the members of the bar which believes that honesty and fidelity to clients are the first requisites for a practicing attorney.

ELIAB W. METCALF.

Eliab W. Metcalf was born in Royalston, Mass., April 18, 1827, of Puritan stock, his emigrant ancestor, Michael Metcalf, having fled from religious persecution in Yorkshire, England, and settled in Dedham, Mass., in 1637. For twenty years he was a merchant and vessel-owner in Bangor, Me., and after 1865, a resident of Elyria, O. He had few advantages of education in early life, aside from the influence of a well-educated Christian mother, of great force and beauty of character. His father died when he was three years old, and his boyhood was spent in poverty and hard work on a frontier farm in northern Maine.

He was married in 1853 to Miss E. Maria Ely, of East Hampton, Mass., lady principal of Williston Seminary, and she and five children survive him.

When the Civil War broke out he volunteered, but was rejected because of an injury to his foot, which made him unable to endure marching. But he went to the front five times at his own expense during the war, serving in hospitals and on the battlefield with the Christian Commission, and his head clerk became Colonel of the famous First Maine Heavy Artillery.

He dealt in timber lands in Pennsylvania, Southern Ohio, Michigan and Wisconsin, always examining and surveying the land himself before buying. He was an expert woodsman, and by his outdoor life regained his health which had become seriously impaired before leaving Maine.

Having lost a ship burned by an English-built privateer, he spent twelve winters in Washington advocating the theory, which he originated, that the forty-nine marine insurance companies, who claimed many millions of the Geneva Award, were entitled to nothing unless they could show actual loss above the war premiums received. It was a great legal and legislative battle in which he fought single-handed against some of the wealthiest cor-

porations and ablest attorneys in the United States. He won a complete victory; Congress finally adopted his theory, and he not only recovered full indemnity for himself and the other owners of his own ship, but also for many other owners and officers and seamen of merchant ships which had been similarly destroyed. This Washington experience brought him the acquaintance and friendship of many leading men in Congress. After Congress had established the Court of Alabama Claims, he, during the life of the Court, collected for other losers a large number of claims besides that for his own ship. His library contains an extensive collection of books and documents on the Treaty of Washington and the Geneva Award.

In the Supreme Court of the United States he carried to successful issue a suit concerning certain bonds issued by the City of Watertown, Wisconsin, and involving a new and important constitutional question. In the Supreme Court of Wisconsin he won a test suit, confirming his own title to a part of the "Marathon county lands," and thereby confirming also the title (without expense to them) of a large number of immigrants and others to the small farms on which they had settled.

He became a member of the Congregational church in Milo, Maine, when he was nine years old. During his twenty years in Bangor he was an active member of the Central Congregational church, and for thirty-three years in Elyria of the First Congregational church.

He was all his life a teacher in the Sunday School, and for many years both Mr. and Mrs. Metcalf spent Sunday afternoons teaching in various country Sunday schools in the vicinity of Elyria. He was deeply interested in the Y. M. C. A. movement, which grew out of the Christian Commission in which he had served during the war. Both in Maine and Ohio he was actively interested in temperance legislation and in the enforcement of temperance laws. He drafted the county local option bill, which under different names and in different forms has been before the Ohio legislature for several years, and is now advocated by the Ohio Anti-Saloon League, in whose support and management he has been earnest and untiring. His faith in the ultimate outlawing of the saloon never wavered. He always deeply regretted his own early lack of education, and became a well-informed and educated man by accurate observation of nature, by wide reading and the extensive knowledge of men and affairs which came through his business relations. He was an enthusiastic lover of natural sciences, with nature itself as his chief text book. He gave to his children every advantage of education at home and abroad, and assisted a large number of young men and women through a college course. He was a trustee of Oberlin College for nearly twenty years, and a most liberal contributor to the needs of the college. He stood for everything that Oberlin College stood for. He died of angina pectoris, November 24, 1899. He was everywhere recognized as one who was successful through a long and honorable business career,

always intelligently interested in educational and religious matters, and a generous supporter of all good causes. He regarded the possession of property as a sacred trust, involving duties and responsibilities not to be evaded; and his own business ability was directed by this belief. He was a noble example of the ministry of wealth, a man who lived quietly, without display, who benefited every cause and person with whom he was associated, and who went about doing good.

ALBERT H. JOHNSON.

Albert H. Johnson was the son of Isaac M. Johnson, a well-known former citizen and business man of Oberlin. He was born August 16, 1838, and had for many years been identified with business in Oberlin and Lorain county, besides having interests in Cleveland and in the South. He was killed in a lamentable disaster on Monday, December 4, 1899, on the Denver & Rio Grande Railway, near Salida, Colorado. For nearly forty years he had been connected with the churches of Oberlin and a devoted worker in the Sunday School. He was a deacon in the Second Congregational Church.

Mr. Johnson was first elected to membership on the Board of Trustees of Oberlin College in 1884. Fifteen years of his life, therefore, he has given to the service of the College in this capacity. As a resident of Oberlin, and widely identified also with business interests in different parts of the country, he has given freely of his time and effort to the furtherance of the financial welfare of the institution, and since its organization has been an efficient member of the Investment Committee. At the time of his death he was president of the Citizens National Bank of Oberlin, and of the Oberlin Gas and Electric Company, and also of the Arkansas Midland Railway Company.

Mr. Johnson was a devoted Christian. He was in most hearty sympathy with the ideals and spirit of Oberlin, and was earnestly desirous that the best of Oberlin's past should be conserved and perpetuated in a still better future. As in the gift of his time and personal energies, so was he generous also in the use of his resources for the benefit of the College, and in his loss the College loses one of its stanchest friends, and its officers a beloved and respected co-laborer.

WILFRED WESLEY CRESSY.

Wilfred Wesley Cressy was born in Brockport, Maine, July 8, 1867, the son of a clergyman. In his childhood the family removed to Iowa, where, after passing through the public schools, he entered Cornell College, but left the institution before graduation, and was occupied for three years as a

public school teacher in Minnesota. In 1890 he married Lillian Fitz, of St. Paul, and soon afterward entered Harvard University as a special student of the English language and literature. After two years' study at Harvard he was, in 1895, appointed and entered upon his work in Oberlin, as tutor in English. His work impressed itself with ever increasing force upon the scholarly life of the institution, and led to promotions so that at the time of his death he held the position of professor of English. In 1898 he was appointed Dean of the Faculty, a position of great difficulty, which he filled with unusual skill. The work of this office at that time was that of chief disciplinary officer of the college, and upon it fell naturally the principal friction of administering the college rules. This oft-times disagreeable task he performed with such tact and success as to win the hearts of all the students, while securing a strict enforcement of the rules. The student sentiment found expression, at the expiration of his first term of office, in one of the most numerous signed petitions ever presented to the Trustees, urging his reappointment. The fact deserves mention that Professor Cressy was in 1898 made chairman of the important committee to revise the rules of the College, and whose work resulted in the great modification of the rules and adaptation thereof to the changed conditions of the College.

Mrs. Cressy, who was exceedingly beloved by an intimate circle of friends, died in February, 1897. After that event Professor Cressy had lived in apartments with his sister, Miss Mildred Cressy, a teacher in the public schools, who is his only near surviving relative. He possessed that combination of intense mental activity with frailty of body which often presages early exhaustion. For the last three years of his life, at least, there was probably not a moment when he had the consciousness of health. But the lower ran the oil in the lamp the more lustrous and steady seemed the flame, until at last the reservoir was drained and the light quickly faded to extinction.

The loss which Oberlin College has sustained in the death of Professor Cressy cannot easily be estimated. He exhibited that unusual combination, an eager student, an inspiring teacher, and a practical man of affairs. The secret of his efficiency in lines apparently so divergent is to be found in his rare powers of concentration. The work in hand, whatever it might be, completely absorbed for the time being all the energy of his intensely vivid nature. He had a very clear head for administrative detail, and he delighted in the exercise of this faculty. Hence his work as dean of the college, as chairman of important committees, and as college visitor to secondary schools, was of the highest value to the institution.

Professor Dickinson has furnished the estimate of his work and character which follows, in which we heartily concur:

As a teacher he had in a very high degree the power of kindling an appreciation of the charms of literary expression and an enthusiasm for schol-

arship. He kept his classes at high tension. Anything vague in thought or unclear in statement seemed to offend his æsthetic sense, as well as his passion for precision for its own sake. He instilled a love for what is pure and noble in literature, while at the same time he justly laid unyielding stress upon the technic of language as the clue to genuine literary comprehension and as a means of mental discipline. His scholarship and preparation for his work as teacher were painstaking, exact and many-sided. His study was constantly becoming deeper and stronger; he was in every way a growing man—growing in knowledge, in the appreciation of the larger relations of literature to life, and in the power of self-expression.

With all Professor Cressy's strictness as a disciplinarian, impatience of negligence, and intolerance of evasion, he was yet able, without effort, to arouse and hold the devoted loyalty of the whole student body. He was magnanimous, generous and sympathetic; his nature was clean, wholesome, and invigorating; he spoke and acted as true man to true man. And the students returned his confidence.

With all Professor Cressy's robust, manly temper he possessed in a rare degree a certain quality which, in order to characterize it truly, and give it the highest praise, may be called in the more general sense womanly. For there was mingled with his genuine virility a strain so sensitive and finely tuned, a tactful sympathy so inerrant, a self-forgetfulness so complete, a courtesy so winning, a nature so spontaneously turned to purity, that he was able, all unconsciously, to incline men to gentleness and deference. This commingling of strength and delicacy gave his character much of that quality which Matthew Arnold calls "distinction." To those who had not the opportunity to enter into Professor Cressy's ideals, there may have seemed something in him which baffled ready comprehension; it could not be evident at once from what deep convictions, from what earnest, humane, fundamentally religious motives his sparkling, facile energies were drawn. But to those who allowed themselves for years to be worked upon by that strangely attractive spirit of his, love for a dear companion was merged in respect for a genuine man. And in all the trials of his later years his acts and impulses were moved by an unswerving sense of duty and honor.

The names of Strieby and Brand and Ingersoll and Metcalf and Johnson and Cressy are significant of the work of the College in all its periods. All were of Puritan inheritance, whether from the rugged brood of Scotland, the re-invigorated stock of Puritan New England, or from the softened and expanded strain of the newer and ampler New England of the Western Reserve.

Dr. Strieby was one of the heroes of the strenuous beginning, and one of Oberlin's leaders in her work for human freedom. Dr. Brand was his worthy supporter in that work, joining with all of Oberlin's children in ideals, purposes and methods, and, though coming from afar, fighting and shedding his blood that freedom might prevail, and afterwards contributing an important part to our theological work, and to the cure of souls within our college home.

Mr. Metcalf was a noble exemplar of the ideal life amid the realities of affairs, and the devoted supporter of the temperance cause which has been a leading principle in our college life. Judge Ingersoll and Albert Johnson have connected the work of the college closely with the best work of the community and the world, and have represented the mingled elements of caution and courage which have kept the institution in the path of safety, of progress, and of honor, with all men. Professor Cressy has fittingly represented the bright spirits consecrated to learning and truth, who in all ages are the flower of the intellectual life of the race, and the treasure of the schools.

And as the procession moves on, and their shadows pass before us, from the majestic Strieby to the bright, pure spirited Cressy, we realize that our lives and that of our institution have been made richer by their presence; that the work of the school and the Master have been advanced in greater and better measure because they lived and worked among us; that while we are made poorer by their death, still in the memory of their lives and work we have an everlasting possession.

MERRITT STARR,
HENRY M. TENNEY, } Committee.
FRANK S. FITCH,

June 4th, 1900.

The foregoing report was adopted by the Board of Trustees at the semi-annual meeting, June 25, 1900.

Five weeks after the adjournment of the June meeting of the Board of Trustees, word was received in Oberlin that General Cox was dead. While cruising with his son, J. D. Cox., Jr., along the Maine coast, he was taken suddenly ill. It was thought best to take him to Magnolia, Mass., where he died Saturday, August 4, 1900, after a severe illness of one week. The cause of his death was angina pectoris.

The funeral services were held in Cincinnati, Ohio, on Wednesday, August 8. He was buried quietly from the Church of Our Saviour, on Mt. Auburn, where he had long been an attendant, and his body was laid to rest in his family lot in Spring Grove Cemetery.

A memorial address in honor of General Cox was delivered by Mr. W. C. Cochran, of Cincinnati, before the faculty and students of Oberlin College February 22, 1901, in the College Chapel.

The Board of Trustees appointed General G. W. Shurtleff a committee to prepare a suitable memorial of General Cox. The report which follows was presented and adopted at the annual meeting, March 6, 1901.

JACOB DOLSON COX.

Jacob Dolson Cox was born in 1828. He entered the preparatory department of Oberlin College in 1846, and graduated from the College in 1851. From 1851 to 1866 he made his home in Warren, Ohio. He was admitted to the bar in 1852 and at once formed a co-partnership with Hon. John Hutchins. In the spring of 1861, Cox, Garfield, and Monroe were in the Ohio senate, a trio of young men who largely controlled state legislation and were destined to exert a marked influence upon their generation.

With the thought that there would be war with the south, Cox had, for several years, been studying tactics and the art of war, and reading carefully with maps, the history of the campaigns of great generals. He was appointed Brigadier General of Volunteers and was sent to the Kanawha valley, from which he drove the enemy, and by his wise administration brought most of those citizens, whose sympathies were with the south, to be content under the old flag. In August, 1862, he was, at his own request, sent with the Kanawha division to the eastern army, and commanded a corps at South Mountain and Antietam, and for bravery and efficiency in these battles was nominated Major General, but not confirmed by the senate, because under existing statutes there was no vacancy. He was ordered back to the Kanawha valley, which was again invaded by the enemy; and again he drove them out and for a year served in West Virginia and Ohio; he joined Sherman's forces in December, 1863, and had a leading part in those rapid and brilliant engagements that prepared the way for Sherman's march to the sea—Dalton, Resaca, New Hope Church, Kolb's Farm, and Atlanta.

Returning to Tennessee, he was engaged in the battles of Franklin and Nashville, in the former of which he turned an apparent defeat into a victory, furnishing a striking example of the power of a great general over his army at the critical moment of a battle. Thomas and Schofield, his superiors in this action, again urged his immediate promotion. Schofield in his letter to the war department said: "He has merited promotion scores of times by skilful and heroic conduct in as many battles. He is one of the very best division commanders I have ever seen." Thomas, also urging promotion, said: "At the battle of Franklin he was eminently distinguished for personal courage as well as for the skilful management of his command." He received his promotion to Major General, was confirmed and sent with the Twenty-third army corps to North Carolina where he commanded in the successful battle of Kinston; and after Johnston's surrender, had charge of paroling and disbanding his army.

While still in the field he was unanimously nominated candidate of the republican party for governor of Ohio, and was elected in October, 1865. In 1869 Grant made him Secretary of the Interior with a distinct understanding that the department should be run on business principles. The spoils sys-

tem was then in its zenith, unchecked by legislation and intensified by carpet-baggers in Congress. General Grant found the pressure from politicians too strong to be resisted; and General Cox resigned, having given the department a clean and able administration for twenty months. His resignation aroused public sentiment and aided materially in securing reform legislation.

After retiring from the cabinet, he again entered upon the practice of law, and filled successively important positions—the presidency of the Wabash railroad, representative in Congress, the presidency of Cincinnati University and dean of the law school.

Few men have attained mastery over so wide a range of knowledge. He was a profound student of philosophy, history, economics and international law; was widely read in the whole field of the world's literature, art and architecture. In microscopy he was an authority of world-wide reputation, a member of the Royal Microscopical Society, and received a gold medal of honor at the Antwerp exhibition in 1891 for excellence in micro-photography.

These various attainments, coupled with native modesty and refinement, made association with him delightful and inspiring.

Though reticent as to his deeper personal experiences, his most intimate friends knew of his strong religious conviction. His loyalty to duty was as strong and unwavering as that of the Christian martyrs.

For a quarter of a century General Cox has been a member of this Board, giving time and thought to all hopeful measures for enlarging the resources of the college; keeping himself familiar with the changes in its curriculum and the elevation of its standards; bringing inspiration and hopefulness to its faculty, its trustees and its alumni by his large personality and his ardent affection for his alma mater.

This Board desires to record its deep sense of loss in the death of General Cox and at the same time its grateful recognition of divine goodness in giving the college for so many years a counsellor so wise and a friend so steadfast.

Special Reports.

Report of the Secretary of the Reunion of 1900.

To the President:—

SIR: During 1899 and 1900 a larger number of people considered how they might do something definite to advance the interests of Oberlin than at any other period in its history. Some offered good counsel. Many, estimated in number at from twenty-two hundred to twenty-five hundred former students and friends, revisited the College. Many contributed something in money. The prayers and kind wishes of thousands, the world around, bestowed good cheer for the present and hope for the future. The special event about which these efforts were centered was the Reunion of 1900.

The project of a Reunion at the closing of the century, with incidental contributions by classes to the College, was first proposed by Rev. C. J. Ryder, D.D., of the class of 1875. His classmates seconded the proposition. The Faculty and Trustees approved the plan, and the Prudential Committee appointed the following persons as a Committee on Reunion: James H. Fairchild, John Henry Barrows, Mrs. A. A. F. Johnston, J. R. Severance, Fenelon B. Rice, H. C. King, Charles J. Ryder, Sydney Strong, C. H. Kirshner, Mrs. H. S. Straight, and Howard H. Russell. This Committee first sent a circular letter to each living alumnus, asking an expression of opinion as to whether such reunion should be held. Over fourteen hundred favorable replies were promptly received, and the members of the committee were justified in going forward with the arrangements. The Committee on Reunion then secured the coöperation of a class representative from each class, who consented to act as a promoter of interest in the Reunion, and to aid in obtaining the pledges of financial support in all the classes of the corresponding year. These "Class Committeemen," as they were called, were of vital assistance in advancing the College interests. Their loyal aid would render any report incomplete which omitted a list of their names, which is as follows:

REUNION OF 1900.—LIST OF CLASS COMMITTEEMEN.

Class.

'38 Rev. J. H. Fairchild.
'39 Rev. Jno. M. Williams.
'42 Rev. E. B. Fairfield.

Class.

'43 Rev. Reuben Hatch.
'45 Rev. H. E. Woodcock.
'47 Rev. Thomas Holmes.

'48	Mrs. C. A. Beach.	'75	Rev. C. J. Ryder.
'50	Rev. W. B. Williams.	'76	E. K. Fairchild.
'51	Gen. Jacob D. Cox.	'77	Rev. Archibald Hadden.
'52	Mrs. Caroline A. Ripley.	'78	Irving W. Metcalf.
'53	A. K. Warren.	'79	Rev. J. R. Nichols.
'54	W. W. Woodruff.	'80	Mrs. E. J. Goodrich.
'55	Rev. T. E. Monroe.	'81	Rev. Sydney Strong.
'56	J. G. W. Cowles.	'82	Norman P. Willard.
'57	Mrs. Mary A. Millikan.	'83	Rev. Clarence F. Swift.
'58	Rev. J. H. Crum.	'84	Rev. C. A. Vincent.
'59	Mrs. Sarah C. Little.	'85	Prof. F. Anderëgg.
'60	Mrs. P. C. Hayes.	'86	Rev. H. D. Sheldon.
'61	Prof. C. A. Kenaston.	'87	Rev. S. C. Dickinson.
'62	Prof. Geo. T. Fairchild.	'88	Mrs. Agnes F. Kirshner.
'63	Mrs. Frances A. Tenney.	'89	Dr. F. E. Leonard.
'64	Rev. C. N. Pond.	'90	Dr. Geo. C. Jameson.
'65	Mrs. Martha C. Kincaid.	'91	Seabury C. Mastick.
'66	Dr. D. R. Burrell.	'92	Mrs. Agnes Warner Mastick.
'67	Rev. John G. Fraser.	'93	Dr. Chas. H. Browning.
'68	James R. Severance.	'94	Geo. M. Jones.
'69	Wm. C. Cochran.	'95	S. D. Callender.
'70	Dr. J. F. Baldwin.	'96	Walter A. Wood.
'71	Miss Alice Cole.	'97	V. O. Johnston.
'72	Prof. L. B. Hall.	'98	Lucien T. Warner.
'73	Mrs. Mary Nettleton Ball.	'99	B. B. Williams.
'74	Prof. A. T. Swing.		

The Committee on Reunion sent out to the constituency of the College, during several months preceding the gathering, large quantities of printed matter, to rekindle interest in the College, and stimulate a desire for both attendance and gifts at the coming Reunion. This printed matter included a large number of copies of the "Chapel Address" of President Barrows, with reference to the Reunion; the address of Dr. Pearsons on the pleasures of giving, especially to colleges; and circulars showing the usefulness and needs of Oberlin as a college enterprise. The publishers of the Oberlin Review heartily coöperated with the plans of the committee, and a special Reunion number of the College weekly was prepared each month and sent broadcast. At all the Alumni Association meetings during the year the Reunion was emphasized upon the program. No one was left without repeated reminders and ample information. Meanwhile, in various ways the class committeemen were independently stimulating their classmates. By vigorous correspondence and by personal interview, so far as possible, attendance and coöperation were urged upon one another. A printed invitation from

the College, a general class letter, and a blank for reporting decision as to attendance and gift, were furnished in quantities to each class committeeman. These were faithfully mailed to the members of the class, and were usually accompanied by another personal letter.

In preparation for the Reunion, local committees were appointed: Finance and Buildings, of which Prof. A. S. Root was chairman; Program and Invitation, President Barrows, chairman; Decorations, Prof. F. O. Grover, chairman; Entertainment, Prof. F. Auderegg, chairman; Transportation, A. G. Comings, chairman; General Information and Newspapers, Prof. T. N. Carver, chairman; and Town Improvement, Mayor Fauver, chairman. These local committees did most faithful work preparatory to and during the Reunion, and contributed essentially to the comfort of the occasion. An important element of success in securing attendance at the Reunion was the liberal rate of transportation given by the railways. The efforts of Messrs. Comings, Bedortha and Steele of the Transportation Committee were rewarded by obtaining a reduction upon all the important railway lines. The Central Passenger Association made a rate of one fare for the round trip. The Trunk Line, the Western, the South-Eastern, the South-Western and the New England Passenger Associations, all made a rate of one and one-third fare for the round trip. A circular announcing these rates and giving full instructions was mailed to the entire Alumni constituency. The general agent representing the railways during the Reunion expressed the judgment that the attendance had fully justified the railways in making the concessions.

In the matter of contributions by classes toward the support of the College, it was agreed that all subscriptions should be made prior to the Reunion, and that the exercises of that occasion should be unembarrassed by any appeal for funds. This proposition was conformed to, and it may reasonably be anticipated there will be little if any shrinkage upon the pledges, since they were made deliberately, most of them long before the Reunion. It is to be remarked that most of the gifts at the Reunion came from those who have never hitherto contributed anything toward the support of the College.

The total amount of Alumni subscriptions was \$82,791, of which \$18,170¹ was designated for the Johnston Professorship, \$3,430 for deficit and current expenses, and various amounts for class scholarships and other specific objects. The entire amount subscribed, except that devoted to deficit, and other immediate uses, is added to the permanent funds of the College, and only the income from it will be used. The subscriptions were made payable at various dates within five years, most of them within three years. Of the total amount subscribed, \$39,288.58 had been paid in on February 1.

¹This includes some gifts to the Johnston Professorship promised before the beginning of the Reunion Endowment movement.

A detailed statement of the subscriptions by classes follows:

REUNION ENDOWMENT FUND.—STATEMENT OF SUBSCRIPTIONS BY CLASSES.

Class	No. in Class	No. of Subscribers	Amount Subscribed	Class	No. in Class	No. of Subscribers	Amount Subscribed
'38	3	1	\$ 200 00	'71	32	2	550 00
'39	5	1	25 00	'72	52	18	862 00
'40	3	0	.....	'73	56	7	1,175 00
'41	6	1	500 00	'74	45	13	521 00
'42	4	0	.....	'75	54	26	13,724 00
'43	8	5	1,565 00	'76	49	15	1,040 00
'44	9	0	.....	'77	51	15	770 00
'45	10	2	104 00	'78	57	21	10,100 00
'46	9	2	75 00	'79	54	16	1,278 45
'47	19	8	345 00	'80	54	16	585 00
'48	6	1	10 00	'81	49	5	525 25
'49	13	1	5 00	'82	60	12	2,327 00
'50	16	3	250 00	'83	59	9	4,200 00
'51	13	5	560 00	'84	84	20	1,077 00
'52	8	0	.....	'85	67	18	2,635 00
'53	13	0	.....	'86	66	20	630 00
'54	11	2	35 00	'87	77	13	515 00
'55	12	1	25 00	'88	83	14	1,445 00
'56	18	4	1,050 00	'89	100	27	3,760 00
'57	24	5	755 00	'90	109	28	2,221 00
'58	27	11	1,025 00	'91	94	31	845 00
'59	32	11	1,423 00	'92	86	33	599 50
'60	36	3	75 41	'93	112	33	1,275 50
'61	43	2	1,200 00	'94	123	32	1,260 00
'62	41	12	930 00	'95	61	8	190 00
'63	30	14	560 00	'96	96	22	430 00
'64	23	5	380 00	'97	119	57	897 00
'65	48	23	1,130 00	'98	107	81	1,000 00
'66	30	9	270 00	'99	117	61	741 00
'67	38	9	2,000 00				*1010 00
'68	34	9	550 00				
'69	19	14	1,055 00				
'70	53	14	8,500 00				
					2837	851	82,791 11

*Miscellaneous.

In the preceding table, in the column marked "Number in Class," are included all graduates from all departments of the Institution.

A summary of the disposition made by the donors of their various gifts is as follows:

CLASSIFICATION OF GIFTS.

I.	Gifts for Endowment—cash and pledges—		
	General Endowment—no special uses designated	\$53,946	11
	Endowment of Johnston Professorship.....	18,170	00
	Library Endowment.....	200	00
		<hr/>	\$72,316 11
II.	Gifts for Scholarships—		
	Scholarship of the Class of 1858	\$1,025	00
	“ “ “ 1869	1,055	00
	Henry N. Castle Scholarship.....	1,000	00
	Julia Clark Davis Scholarship	1,000	00
	Scholarship of the Class of 1898	1,000	00
	Seminary Loan Fund.....	250	00
		<hr/>	5,330 00
III.	Gift to increase an Annuity Fund.....		200 00
IV.	Gifts for immediate uses—		
	To meet deficits of 1897-1900.....	\$3,430	00
	Sundry purposes not included in the above.	1,515	00
		<hr/>	4,945 00
			<hr/>
			\$82,791 11

One of the best permanent results of the reunion was the organization of the Living Endowment Union, to the support of which several hundred of the alumni had already pledged themselves in a general way. The plans of that organization will be embodied in a report from its Executive Board. Your Committee on Reunion is indebted to Mr. L. D. Harkness, the Assistant Secretary of the Living Endowment Union, for making the tabulations and classification of the subscriptions given at the reunion, contained in this report.

Respectfully submitted,
HOWARD H. RUSSELL,
For the Committee on Reunion.

Report of the Living Endowment Union.

To the President :—

SIR : The Oberlin College Living Endowment Union was organized by the Alumni during the Reunion of 1900.

It aims to become a permanent means of communication between the College and its widely scattered Alumni and former students and friends, and to furnish an opportunity for annual gifts to the College from those who can give only small amounts as well as those who can give largely.

The Union is under the immediate direction of an Executive Board, elected by the Alumni, but responsible to the Prudential Committee, and all moneys are payable directly to the College Treasurer.

The members of the board for the first year are Homer H. Johnson, '85, chairman, Irving W. Metcalf, '78, secretary, Mrs. Sarah Cowles Little, '59, George C. Jameson, '90, and Willard L. Long, '99. They serve without compensation.

The Board has held two meetings. On its recommendation the Prudential Committee engaged Mr. L. D. Harkness as assistant secretary, and he has devoted his entire time to the work since early in November, 1900, counseling frequently with the members of the Executive Board and with the College authorities. Several weeks were occupied in classifying the subscriptions to the Alumni Reunion Endowment Fund, and collecting installments already due. A daily corrected address list of Alumni by classes is kept by the assistant secretary, and a card catalogue of all subscriptions with payments.

The Constitution of the Union and full explanation of its object and plan, together with membership agreement blanks and a personal letter, have been mailed to every graduate of Oberlin. The first pledges will be due at Commencement time in 1901, when a full report will be made showing membership and gifts by classes.

The Union was endorsed with enthusiasm by more than a thousand of the Alumni in connection with the Reunion correspondence. It was not thought best that its active work should begin until after the opening of the college year following the Reunion. It is confidently believed that the Union will become of increasing and permanent value, promoting a closer relationship of all the Alumni and former students with the College and with one another, and constituting a peculiarly attractive channel through which their loyalty and affection for the College may find expression in annual gifts and frequent correspondence.

In behalf of the Executive Board,

IRVING W. METCALF, Secretary.

Reports of Officers.

Report of the Secretary.

To the President:—

SIR: In my report one year ago I outlined my views as to the most essential work to be done in my new position as College Secretary, and the best methods of handling the correspondence which naturally comes into the Secretary's office. The experience of the additional year has confirmed my feeling of the prime importance of giving prompt attention to the requests for catalogues and other information, and not only of sending the printed material without delay, but of writing personal letters and following up the inquiries under some effective arrangement. Only within the last month have I been able to work out a satisfactory system for filing the letters and cards of inquiry. These are now filed temporarily in such a way that "follow up" letters are always written before the original inquiries are put away in the permanent filing case, while at the same time during the period of temporary filing any inquiry can easily be found without loss of time. This may seem to be a matter of mere office arrangement, but it is essential to the successful handling of the correspondence. During the three weeks from January 23d to February 13th, the requests for catalogues aggregated 148, in addition to many letters from those to whom catalogues had already been sent who wrote making further inquiries.

The locality index in the quinquennial catalogue is of great service in the efforts to enlist the coöperation of alumni towards influencing young men and women to reach decisions favorable to Oberlin. I now send letters to alumni concerning those who have written to me for catalogues, and in my letters to the alumni urge that in each case the inquirer be visited and made to feel that he is really *wanted* in Oberlin. I estimate that two out of three of the catalogue requests are well worth following up.

The young men and women actually enrolled as students in Oberlin College are interested in the work of securing new students, and this interest ought to be and can be greatly increased. In every case where I have asked a student to come into my office and have shown to him an inquiry from some one located at his home, the response has been very satisfactory. The student has gladly and willingly written personal letters, and has sup-

plied such private information as has made my letters more effective. In December, a week or ten days before the close of the Fall Term, circular letters were sent to about 300 students in Oberlin, asking that when at their homes during the Christmas vacation they should get lists of the graduating classes in the high schools and academies, and that after returning to Oberlin they should hand these lists to me with such personal markings as would aid in presenting the attractions of Oberlin. The results have been exceedingly valuable. I have already more than 1100 names of the most promising of the students of the high schools, not only of Ohio, but also of many of the other states from which Oberlin draws its students, and each day new names are handed to me by these students. We might possibly have been able to get these names in other ways, but not the student interest which has been aroused; and in my judgment this student interest is full of significance and promise. I suggest that many of the College Alumni to whom this report will be sent, could render a like valuable service by securing such lists and marking them for our use.

The other work done by me is as chairman of the following committees of the Faculty,—on Admission, on Outside Representation and Newspaper Correspondence, on Beneficiary Aid to College Men,—and as Secretary of the Prudential Committee. The demands made upon my time by these committee duties and by the regular office correspondence are so great that I have not been able to satisfy myself even approximately in the new work. The entire time of an additional clerk is needed for my office, and I hope that the financial situation of the College will soon permit the granting of such assistance.

I take pleasure in reporting that during the year I have been able to make a careful index of Volume II of the Trustee Records, covering the period from 1878 to the present time. A beginning has also been made upon a like index for Volume I for the period from the founding of the College down to 1878. The reading of the official records has given me an insight into the real life and history of Oberlin not to be obtained in any other way; and I have looked upon the labors of the indexing not as drudgery, though there was much drudgery involved, but rather as a special privilege which I was permitted to enjoy. While thus engaged, I made transcripts of such actions as have seemed to me to define the duties and powers of the Prudential Committee, officers, and teachers, and to exhibit the relations which exist between the various departments of the institution. This work, looking towards the compiling and arranging of these enactments of the Board of Trustees, has been undertaken primarily for my own convenience as Secretary. It may be found desirable, when my work has been completed, to put these laws, by-laws, and enactments into print, together with the charter of the College and other papers of value, thus enabling trustees, officers, and teachers to carry on their work with the aid of a printed code of

rules. I believe the trustees took preliminary steps in this direction three or four years ago by appointing a committee to take charge of codifying the laws, by-laws, and resolutions governing the action of the Board of Trustees and the management of the College, and it is possible that something can be done soon to carry out this vote.

BULLETINS OF OBERLIN COLLEGE.

About one year ago it seemed wise to publish the catalogues and announcements of the College and its several departments as "Bulletins," to be issued at stated intervals, not less than six in number each college year. By complying with these conditions, the Bulletins are sent through the mails as second-class matter. The saving in postage during the year has amounted to not less than \$570.00.

The scheme for these publications each year is as follows: during the Fall Term two bulletins are to be issued, one of which shall be the catalogue of the Conservatory of Music, the other undesignated; during the Winter Term two bulletins, one of which shall be a special circular of the Academy, and the other the Annual Reports to the Trustees; during the Spring Term two bulletins, one of which shall be the general catalogue of all departments, and the other an announcement of changes in alumni addresses, intended as a supplement for the Quinquennial catalogue. Under this scheme there is a place for an extra bulletin during the Fall Term. This year, as the extra, there was issued an Announcement of Courses in the College and Academy departments, containing also general information concerning the entire institution. The necessity for such a publication arose from the exhaustion of the supply of general catalogues.

This issuing of catalogues and announcements as bulletins is in keeping with the practice of some eastern colleges and universities, and of many institutions in the central and western portions of the United States.

OFFICERS AND TEACHERS.

The officers of instruction and government for the college year 1900-01 are as follows:

Professors	32
Emeritus Professors.....	2
Associate Professors.....	4
Instructors	15
Tutors, Teachers, and Laboratory assistants.....	17
Librarians and Library assistants.....	6
Gymnasium directors and assistants.....	6
Administrative officers and clerks.....	11
<hr/>	
Total.....	93

This list does not include non-resident lecturers.

ENROLLMENT, 1899-1900.

The enrollment for the College year 1899-1900, as published in the annual catalogue last May, reached a total of 1323. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1899, 40 were enrolled whose names were not found elsewhere in the year's enrollment, and they were included in the above number. The following table shows the number of students in each department:

	Men	Women	Total
College.....	190	227	417
Seminary.....	38	2	40
Academy.....	198	139	337
Conservatory.....	74	382	456
Art.....	8	19	27
Summer School.....	16	24	40
Physical Training.....	0	6	6
	524	799	1323

Of these, 1288 came from 42 states and territories of the United States, while 35 came from foreign countries. The state of Ohio furnished 659 students, slightly less than 50% of the whole number. The other states which sent the largest number of students were as follows: Illinois 101, New York 78, Iowa 68, Pennsylvania 61, Michigan 54, and Indiana 40. The total showed a gain of about 75 over the year 1898-99.

STUDENTS ENROLLED AS CANDIDATES FOR DEGREES.—COLLEGE DEPARTMENT, 1899-1900.

The number of students enrolled as candidates for the three degrees, A.B., Ph.B., and S.B., arranged by classes, is shown by the following table:

	A. B.		Ph. B.		S. B.		Total
	Men	Women	Men	Women	Men	Women	
Seniors.....	30	23	7	15	3	2	80
Juniors.....	18	19	6	16	1	2	62
Sophomores.....	27	33	5	19	1	0	85
Freshmen.....	55	31	8	40	12	5	151
	130	106	26	90	17	9	378
	236		116		26		

The table includes those students enrolled in the four regular courses. There were additional students enrolled as post-graduates and College specials, and to make the figures for the College department complete, I add the following summary:

COLLEGE DEPARTMENT.

	Men	Women	Total
Total number of candidates for degrees.	173	205	378
Post-graduates	3	6	9
Special students of the rank of Freshmen or higher	14	16	30
	<hr/> 190	<hr/> 227	<hr/> 417

DEGREES CONFERRED IN 1900.

The Trustees conferred degrees as follows:

<i>In Course.</i>			
	Men	Women	Total
A.M.	3	1	4
A.B.	32	22	54
Ph.B.	6	18	24
S.B.	3	2	5
D.B.	7	0	7
	<hr/> 51	<hr/> 43	<hr/> 94

<i>Honorary.</i>			
LL.D.	4		
D.D.	2		
A.M.	3		
L.B.	1		
	<hr/> 10		

In addition to the preceding, there were granted 6 diplomas to the graduates of the Conservatory of Music, 6 diplomas to the graduates of the Normal Course in Physical Training for Women, 4 certificates to the graduates of the English Course in the Theological Seminary, and 2 certificates to the graduates of the Slavic Course in the Theological Seminary. The aggregate of degrees, diplomas, and certificates was 122.

NUMBER OF MEN IN OBERLIN.

The relative number of men in the entire institution has remained about the same for three years.

	ENTIRE INSTITUTION	
	Number of Men	Total Enrollment
For entire year 1898-99.....	477	1208
" " " 1899-1900.....	524	1323
*For two terms of 1900-01.....	496	1267
		Percent
		39 ^{4.9} / ₁₀₀ %
		39 ^{6.1} / ₁₀₀
		39 ^{1.5} / ₁₀₀

In the College Department, however, the relative number of men seems to be increasing.

	COLLEGE DEPARTMENT	
	Number of Men	Total Enrollment
For entire year 1898-99.....	179	419
" " " 1899-1900.....	190	417
*For two terms of 1900-01.....	197	425
		Percentgae
		42 ^{7.2} / ₁₀₀ %
		45 ^{5.6} / ₁₀₀
		46 ^{3.5} / ₁₀₀

* The table showing these items will be found on page 79.

RELATIVE NUMBER OF COLORED STUDENTS IN OBERLIN.

The following table was prepared with care at the request of the National Bureau of Education, Washington, D. C. It answers the question frequently asked as to the relative number of white and colored students in Oberlin.

	NUMBER OF STUDENTS					
	<i>White</i>		<i>Colored</i>		<i>Total</i>	
	Men	Women	Men	Women	Men	Women
College.....	181	223	9	4	190	227
Seminary.....	37	2	1	0	38	2
Academy.....	188	133	10	6	198	139
Conservatory	71	378	3	4	74	382
Art.....	6	18	2	1	8	19
Physical Training.....	0	6	0	0	0	6
*Summer School, 1899.....	16	24	0	0	16	24
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	499	784	25	15	524	799

From this it will be seen that the colored students comprised 40 out of 1323, or $3\frac{2}{100}\%$ of the total enrollment of last year. This percentage is smaller than during the early years of the College history. In President Fairchild's report issued in April, 1880, the following statement appears,—“In the last catalogue (1879–80) the proportion of colored students is $5\frac{1}{3}$ per cent. This is exactly the ratio for the decade preceding the war. For the decade following the Civil War it was about 8 per cent.” The diminishing ratio of recent years is probably accounted for by the gradual opening of all schools to colored students. Colored students find it possible to attend good colleges and universities to-day, where in former years it would not have been possible to matriculate,—schools nearer the students' homes, by attending which a considerable saving of money is effected. Oberlin rejoices in the increasing educational opportunities open to colored students of this country, and takes just pride in looking back upon the contributions which Oberlin College has been able to make to this great work.

ENROLLMENT, 1900-01.

The enrollment for the Fall Term, 1900, was 1,129, whereas that for the corresponding term a year ago was 1,102, a net gain of 27.

	FALL TERM.	
	1899-1900	1901-01
College.....	†403	421
Seminary.....	32	43
Academy.....	289	285
Conservatory	{ 378 }	353
Art		27
	<hr/>	<hr/>
	1102	1129

* In the Summer School figures are included only those students whose names do not appear elsewhere during the year.

†Including 6 in the Physical Training Course.

The figures for the Winter Term show a net gain of 86:

	WINTER TERM.	
	1899-1900	1900-01
College.....	*397	404
Seminary.....	38	41
Academy.....	277	283
Conservatory	{ 365 }	394
Art.....		31
	<hr/> 1067	<hr/> 1153

The enrollment for the Winter Term shows the following gains and losses as compared to that of the Fall Term:

	GAINS.				LOSSES.		
	Men	Women	Total		Men	Women	Total
College.....	2	2	4	College.....	10	11	21
Seminary.....	2	0	2	Seminary.....	4	0	4
Academy.....	22	9	31	Academy.....	21	12	33
Conservatory ..	22	73	95	Conservatory ..	12	42	54
Art.....	1	5	6	Art.....	0	2	2
	<hr/> 49	<hr/> 89	<hr/> 138		<hr/> 47	<hr/> 77	<hr/> 114

The net *gain* in passing from Fall Term to Winter Term is seen to be 24, as compared to a net *loss* in the corresponding figures last year of 25. The gains for this year are more strikingly presented in the following table:

	1899-1900	1900-01	Gain
Fall Term.....	1102	1129	27
Winter Term.....	1067	1153	86

The enrollment in the Spring Term is always considerably smaller than in either of the other terms, the figures for last spring being 1020.

TWO-TERM ENROLLMENT.

By adding the 138 new students who enrolled for the Winter Term to the figures for the Fall Term, we have 1267 as the total enrollment for the two terms of the present college year. This is divided as follows:

	Men	Women	Total
College.....	197	228	425
Seminary.....	44	1	45
Academy.....	178	138	316
Conservatory	73	375	448
Art	4	29	33
	<hr/> 496	<hr/> 771	<hr/> 1267

The corresponding figures for last year showed a “two-term” enrollment of 484 men and 732 women, a total of 1216. The complete enrollment figures for the present year, including about 40 from the Summer School of 1900, will not fall below 1350.

*Including 6 in the Physical Training Course.

THE COLLEGE DEPARTMENT.—ENROLLMENT, FALL TERM, 1900.

In the College Department in the Fall Term, 1900, there were enrolled 421 students as follows:

	Men	Women	Total
Post-Graduates.....	2	3	5
Seniors.....	27	40	67
Juniors.....	38	45	83
Sophomores.....	42	55	97
Freshmen.....	75	67	142
Specials.....	11	16	27
	<hr/> 195	<hr/> 226	<hr/> 421

The following table will show the number of students who had matriculated in former years, as well as those who entered the College Department for the first time:

	Men	Women	Total	Percent of whole Number
In College Department last year.....	99	138	237	56.3
In Conservatory Department last year.....	0	2	2	.5
In College Department in former years.....	7	7	14	3.3
In Academy Department last year.....	43	30	73	17.3
In Academy Department in former years.....	1	2	3	.7
New students, never enrolled before in Oberlin...	45	47	92	21.9
	<hr/> 195	<hr/> 226	<hr/> 421	<hr/> 100 0

From the preceding table it will be seen that 168 students, comprising about 40% of the total number, are new students in the College Department this year. Of these, 18 were admitted to advanced standing, and 150 to standing as Freshmen and College Specials. Of the 168 new students, there were 89 men and 79 women.

STUDENTS ADMITTED TO ADVANCED STANDING.

	Men	Women	Total
As Post Graduates.....	1	0	1
As Seniors.....	1	2	3
As Juniors.....	7	1	8
As Sophomores.....	1	5	6
	<hr/> 10	<hr/> 8	<hr/> 18

The institutions from which these students came were as follows:

Berea College.....	1
Chicago University.....	2
Doshisha University, Japan.....	2
Emporia College.....	1
Illinois College.....	1
Indiana University.....	1
Knox College.....	1

*Oberlin Academy.....	3
Ohio State University.....	1
Otterbein University.....	1
Smith College.....	1
Southern Collegiate Institute.....	1
The Western.....	1
Tri-State Normal College.....	1

18

ADMITTED TO STANDING AS FRESHMEN AND COLLEGE SPECIALS.

It is of interest to make an examination as to where the new Freshmen and College Specials (these Specials all having the rank of Freshmen or higher) received their preparation for college. Of these there were 75 from 61 different high schools, academies, seminaries, colleges and universities, and exactly the same number (75) from Oberlin Academy. The schools sending more than one representative were as follows:

Oak Park High School, Illinois.....	5
Auburn High School, Indiana.....	2
Churchville High School, New York.....	2
Crookston High School, Minnesota.....	2
Geneva High School, Ohio.....	2
Lansingburg Academy, New York.....	2
Mansfield High School, Ohio.....	2
New Lyme Institute, Ohio.....	2
Ottawa High School, Illinois.....	2
St. Joseph High School, Michigan.....	2
Wellington High School, Ohio.....	2

25

The fifty following schools were represented by one student each:

Ashtabula High School, Ohio.
Austin High School, Illinois.
Berea College, Kentucky.
Berwyn High School, Illinois.
Bradford Seminary, Massachusetts.
Brewster Academy, Massachusetts.
Buchtel Academy, Ohio.
Cadillac High School, Michigan.
Canton High School, Ohio.
Chenoa High School, Illinois.
Cincinnati (Woodward) High School, Ohio.
Clayville High School, New York.
College of Montana, Montana.
Columbus High School, Ohio.
Columbus Normal School, Ohio.

* Three students were classed in the Academy Department last year and made up enough work to secure rank as Sophomores.

Denmark Acadmey, Iowa.
 Ferry Hall Academy, Illinois.
 Galion High School, Ohio.
 Gettysburg College, Pennsylvania.
 Grand Prairie Seminary, Illinois.
 Hobart College, New York.
 Kansas City High School, Missouri.
 Kenton High School, Ohio.
 Kirkwood Academy, Missouri.
 Lisbon High School, New Hampshire.
 Livonia High School, New York.
 Lorain High School, Ohio.
 Madison High School, Maine.
 Manistee High School, Michigan.
 Marysville High School, Ohio.
 Medina High School, Ohio.
 Mendota High School, Illinois.
 Morenci High School, Michigan.
 Mount Holyoke College, Massachusetts.
 Mount Vernon High School, Ohio.
 New York State Normal School, New York.
 Northwestern Academy, Illinois.
 Ohio Normal University, Ohio.
 Providence High School, Rhode Island.
 Ravenna High School, Ohio.
 Sandusky High School, Ohio.
 Spencer High School, Iowa.
 University of Missouri, Missouri.
 University of Nebraska, Nebraska.
 Ware High School, Massachusetts.
 Watertown High School, South Dakota.
 Wellesley College, Massachusetts.
 Western Reserve College for Women, Ohio.
 Worcester High School, Massachusetts.
 Ypsilanti Normal College, Michigan.

Of the 75 students who entered the College Department through Oberlin Academy, 39 spent only one year in the Academy, and the training in Oberlin Academy represents accordingly only a portion of their college preparation. Thirty-six were enrolled in the Academy department for more than one year, and in a true sense Oberlin Academy may be considered responsible for their entire preparation. The high schools, academies and other institutions represented by the 39 students above mentioned were twenty-eight in number, as follows:

Oberlin High School, Ohio.....	9
New Lyme Institute, Ohio.....	3
Chicago High Schools, Illinois.....	2
Akron High School, Ohio.....	1
Angola High School, Indiana.....	1
Antwerp High School, Ohio.....	1
Aurora High School, Illinois.....	1
Bryan High School, Ohio.....	1

Buffalo Seminary, New York.....	I
Chagrin Falls High School, Ohio.....	I
Cortland State Normal School, New York.....	I
Henry High School, Illinois.....	I
Kenosha High School, Wisconsin.....	I
Leetonia High School, Ohio.....	I
Madison High School, Ohio.....	I
Marsovan College, Turkey.....	I
Monroeville High School, Ohio.....	I
Monticello High School, Iowa.....	I
Morrison High School, Illinois.....	I
Norwalk High School, Ohio.....	I
Olivet Academy, Michigan.....	I
Pillsbury Academy, Minnesota.....	I
Ten Broeck Academy, New York.....	I
Traer High School, Iowa.....	I
Van Wert High School, Ohio.....	I
Wadsworth High School, Ohio.....	I
Waterloo High School, Iowa.....	I
Webster High School, South Dakota.....	I

GROWTH OF THE FRESHMAN CLASSES.

In this connection may be noted the encouraging growth of the Freshman class during each of the last two years:

	1897-98	1898-99	1899-1900	1900-1901
Fall Term.....	126	118	127	142
Winter Term.....	116	113	122	135

I do not feel that it is at all unreasonable to estimate that the Freshman class next fall should reach a total of 160. The drawing power of the new Warner Gymnasium and Severance Chemical Laboratory will be strongly felt by high school students; the changes in entrance requirements and the modifications of the regulations governing students, increase the attractiveness of Oberlin as a college home. I feel that the work which I have done for the last eighteen months, especially in the following up of inquiries and the sending out of increased numbers of catalogues and pamphlets, ought to result in some additions to the number of new students next September. There is to be taken into consideration, however, the fact that the students enrolled in the Senior class in the Academy this year are less in number than last year, the figures being 98 for the Winter Term, 1901, as compared to 117 for the Winter Term, 1900. Any increase in next fall's Freshman class must be gained by attracting larger numbers of the graduates of other academies and high schools.

ALUMNI RECORDS.

At intervals of five years the College publishes a catalogue of the graduates. The last Quinquennial catalogue was issued in April, 1900, with Professor A. S. Root as editor. A new and exceedingly valuable feature of the

catalogue was a locality index. The general summary of alumni and graduates which was printed in the Quinquennial is as follows:

College.

1CLASSICAL COURSE—		TOTAL	DECEASED		TOTAL
Men.....	1337	} 1700	Men.....	320	} 369
Women.....	363		Women.....	49	
PHILOSOPHICAL COURSE—					
Men.....	100	} 264	Men.....	5	} 9
Women.....	164		Women.....	4	
SCIENTIFIC COURSE—					
Men.....	22	} 25	Men.....		}
Women.....	3		Women.....		
LITERARY COURSE—					
Men.....	4	} 963	Men.....		}
Women.....	959		Women.....	218	
<i>Total College—</i>					
Men.....	1463	} 2952	Men.....	325	} 596
Women.....	1489		Women.....	271	

Theological Seminary.

CLASSICAL COURSE—					
Men.....	569	} 572	Men.....	182	} 182
Women.....	3		Women.....		
ENGLISH COURSE—					
Men.....	64	} 65	Men.....	1	} 1
Women.....	1		Women.....		
SLAVIC COURSE —					
Men.....	14	} 14	Men.....	1	} 1
Women.....			Women.....		
Total Seminary—					
Men.....	647	} 651	Men.....	184	} 184
Women.....	4		Women.....		

Conservatory.

Men.....	33	} 129	Men.....		}
Women.....	96		Women.....	3	

Normal Course in Physical Training for Women.

Women.....	23	} 23	Women.....	1	} 1

Honorary.

Men.....	38	} 47	Men.....	11	} 13
Women.....	9		Women.....	2	

²Grand Total—

Men.....	1933	} 3553	Men.....	432	} 709
Women.....	1620		Women.....	277	

The totals above do not include the degrees granted in 1900, a list of which I have included in this report on page 77. About 30% of the alumni of Oberlin live in the state of Ohio.

¹ Including graduates of other colleges who have received advanced degrees.

² Deducting for those graduating from more than one department.

STATISTICS OF INSTRUCTION, YEAR 1899-1900.

The details of the statistics of the various courses offered in the Department of Sciences and Arts in Oberlin College during the year 1899-1900 were tabulated and prepared for printing in accordance with the vote of the Prudential Committee of November 27, 1900. But in view of the fact that the proposed change to a semester plan will take away much of the value of these statistics, it seems wise to show in this report only the department totals. These are as follows:

Departments	Total Classes or Sections	Number of Teaching hours	Students					Total Instruc- tion Units
			Men		Women		Total	
			Required	Elective	Required	Elective		
Mathematics	21	75	199	70	188	26	483	1756
Physics	11	51	7	54	5	12	78	375
Astronomy	6	18	0	31	0	27	58	174
Chemistry	6	30	32	28	41	8	109	545
Mineralogy	1	5	0	12	0	3	15	75
Biology	2	5	6	5	4	22	37	185
Botany.....	11	50	14	12	9	48	83	390
Zoölogy.....	6	22	5	41	4	66	116	436
Geology	2	10	7	10	4	10	31	155
Physiology and Hygiene.....	4	17	0	29	0	76	105	408
Greek	11	33	119	26	87	89	321	1058
Classical Archæology	4	11	0	56	0	113	169	485
Latin	17	57	145	28	187	80	440	1516
French	24	48	58	76	177	173	484	1094
Spanish	1	5	0	3	0	2	5	25
German.....	21	50	116	34	148	171	469	1187
English	11	39	164	61	195	140	560	1766
Oratory	8	21	0	137	0	27	164	443
Philosophy and Pedagogy.....	15	58	70	80	91	85	326	1468
Bible and Theology.....	4	8	178	6	217	0	401	883
Economics	8	21	0	158	0	44	202	626
Sociology	3	6	0	80	0	58	138	276
Political Science	3	9	0	76	0	21	97	291
History	13	44	0	125	0	164	289	880
Totals	213	693	1120	1238	1357	1465	5180	16497

The information furnished as to the number of students in the classes does not furnish a sufficiently accurate exhibit of the amount of instruction given in the various departments. For example, a student electing two two-hour courses in English appears twice in the total, whereas a student electing one five-hour course in Philosophy appears but once, though the actual instruction furnished in the latter course exceeds that in the other two. It seemed necessary to reduce all courses to common units, which, in lieu of a

better name, I have called "instruction units." An "instruction unit," as here used, means the instruction furnished to one student in a course in which recitations are held once a week for one term,—in other words, an instruction unit represents one student in a one-hour course for one term. To illustrate, a five-hour course in Political Economy, enrolling 55 students, is here counted as representing 275 instruction units; a three-hour course in Surveying, enrolling 10 students, represents 30 instruction units.

It should be borne in mind that this table does not adequately show the work in the Sciences, Physics, Chemistry, Zoology, etc., where there are heavy demands upon the teacher's time for laboratory instruction in addition to the class-room recitations.

The table shows that in the three terms of the College year of 1899-1900 there were 213 classes, an average of 71 classes each term. The total number of students in these classes was 5,180, an average of slightly more than 24 to each class. Figuring instruction units, the average of each class was 78.

INSTRUCTION GIVEN IN EACH DEPARTMENT TO STUDENTS CLASSED IN
SOME OTHER DEPARTMENT.

Fall Term, 1900.

	Courses	One-hour Courses
In College Department, to Academy students.....	155	414
In Academy Department, to College students.....	86	392
In College Department, to Conservatory students.....	21	57
In Academy Department, to Conservatory students	40	189
In Conservatory Department, to College students	18	
In Conservatory Department, to Academy students	37	

Winter Term, 1901.

In College Department, to Academy students.....	143	333
In Academy Department, to College students.....	90	443
In College Department, to Conservatory students	20	44
In Academy Department, to Conservatory students.....	48	225
In Conservatory Department, to College students	18	
In Conservatory Department, to Academy students	33	

In the above table the courses have been reduced to equivalent one-hour courses for the sake of comparison. In the Academy department almost all the courses are five-hour courses, while in the College department those most frequently elected are two-hour and three-hour courses. The greater portion of the elections in the College department by Academy students is included in the Mathematics, English, Latin, German, Bible, and Science of the Freshman year. The Academy courses most frequently elected by College students are the first and second terms of German, and the two years of work in preparatory Greek.

Respectfully submitted,
GEORGE M. JONES.

Report of the Librarian.

To the President :—

SIR: I hereby submit my annual report, covering the school year 1899-1900.

EXTENT OF THE LIBRARY.

At the beginning of the year the Library reported 40,703 bound volumes entered in the accession catalogue, and 28,783 unbound volumes. During the year 4,002 bound volumes were accessioned and 1,639 unbound volumes were catalogued without accessioning, making the total, September 1, 1900, 44,705 bound volumes and 30,422 unbound volumes. This is the largest number of volumes ever added to the library in a single year, as is shown by the following table:

ADDITIONS BY COLLEGE YEARS SINCE 1887.

1887....3,320	1892....2,113	1897....1,924
1888....1,770	1893....1,371	1898....2,317
1889....1,270	1894....3,752	1899....1,143
1890....1,908	1895....2,593	1900....4,002
1891....1,679	1896....2,083	

This large increase is not due to any special effort to make a better showing than usual, but to a decided increase in purchases and also in gifts. Nor have such large accessions reduced the number of volumes waiting to be accessioned, which, in spite of every effort, has considerably increased during the year. The real number of books and pamphlets possessed by the Library is shown by the following table:

CONDITION OF THE LIBRARY SEPTEMBER 1, 1900.

	Bound Volumes.	Unbound Volumes.	Totals.
Accessioned or catalogued, September 1, 1900...	44,705	30,422	75,127
Regular additions waiting for accessioning or cataloging, September 1, 1900.....	4,300	18,000	22,300
Library of General Cox	2,400	300	2,700
Volumes of Newspapers in temporary bindings .	....	1,200	1,200
Maps and Charts.....	....	2,500	2,500
Total.....	51,405	52,422	103,827

This total does not include duplicates, of which we have about 20,000, besides thousands of magazines and papers.

Of the 4,002 bound volumes added during the year, 1,184 were received by purchase, 2,818 by gift or by exchange. Among the notable additions may be mentioned the following sets: Universal Cyclopædia, 12 vols.; Meyer's Konversations Lexikon, 18 vols.; Ante-Nicene Fathers, 10 vols.; Nicene and Post-Nicene Fathers, series I and II, 28 vols.; Peloubet's Notes

on the International Lessons, 1876-1899, 20 vols.; Tribune Almanac, 1838-1888 (completing our set); Annals of Botany, 1887-1898, 12 vols.; *Berichte der Deutschen Botanischen Gesellschaft*, complete to date, 14 vols.; *Botanischer Jahresbericht*, 24 vols. in 42; Proceedings of the Massachusetts Horticultural Society, 1865 to date, 30 vols.; Journal of Hellenic Studies, 1892 to date (completing our set); Lavissee et Rambaud, *Historie Generale*, 10 vols.

Of the gifts of the year, far the greater number came in response to a circular sent out by the Librarian about May 1, 1900, asking the alumni to present to the Library their own publications, for the purpose of establishing an Alumni Collection. The generous response to this circular enabled the Library to exhibit, as its contribution to the interest of the reunion exercises, more than 1,500 volumes, the work of Oberlin graduates. The collection, draped in the college colors, occupied a large part of the shelves on the west side of the reading room, and was constantly examined by the alumni. It is the intention to keep the collection permanently together, and it will be the constant endeavor of the Library to make it as complete as is possible. All graduates are earnestly requested to send any books and pamphlets which they may publish. Other important gifts came from the heirs of Dr. and Mrs. Dudley Allen, Mrs. James Brand, Prof. C. H. Churchill, Mrs. Solon L. Severance, Rev. M. M. Longley, Rev. D. L. Leonard, D.D., Mrs. E. W. Lord, and the estate of the late Rev. J. M. Williams, D.D. Through a friend in the East, the library of the late Ebenezer Alden was presented to us. Much attention was given to exchanging duplicates with other libraries, and important additions were received from Hartford Theological Seminary, the University of Wooster, the Boston Public Library, the New York Public Library, and the Wisconsin State Historical Society.

WORK OF THE YEAR.

During the year the Library was open 305 days. The average attendance during the days of the school year was about 350; during the summer vacation, 80. The total number of readers for the year was 63,883. The number of books drawn for use at home was 13,291, by 1,044 persons. No attempt is made to record the number of volumes used within the building, but it is very evident that there is a steadily increasing tendency to use the books in the building rather than at home.

In the cataloging department 3,115 bound volumes and 1,639 pamphlets were catalogued, requiring the preparation of 7,674 new cards for the catalogue and the correction (by incorporating additions) of 3,386 others.

Much work of a preliminary nature has been undertaken. The Ohio State Library having indicated its desire to publish as a supplement to its forthcoming annual report a list of the newspaper files in the libraries of the State, some weeks were spent in the preparation of such a list for our library, which will be published in part as indicated. This will make available a

valuable part of our library heretofore uncatalogued. A rough slip catalogue, by author, of all our unaccessioned and uncatalogued books has been prepared, which is of the greatest usefulness. One large collection of duplicates has also been similarly listed, and as a result many important exchanges have been effected.

PROBLEMS TO BE SOLVED.

One perplexity which the Library has to face is the lack of room. Our reading room is no longer adequate to the demands made upon it; our shelves are crowded beyond convenience, and the last available place for more shelving has apparently been filled; the office of the Librarian (16x20) which is not as large as the private office of the librarian in most library buildings, is the work-room of six persons, to their great inconvenience and at the risk of their health. But of this perplexity I wrote at length in my last report, to which I beg to refer.

Great, however, as is this difficulty, it is not worthy of mention when compared with the difficulty of meeting the demands made upon the Library for new books. As you will see from the reports of the various Professors, our funds for purchases are altogether inadequate to the demands made upon them. From the income of our endowments we cannot hope for more than \$1,000 annually, a sum wholly insufficient for our needs. We have to meet the demands of four quite distinct classes of people: graduate students in the Seminary and in the advanced work of the College; undergraduates in the College department; elementary students in the Academy; technical students in the Conservatory. Each class requires a special line of purchases, and the works suited for one class of readers can in only a few cases be of use to the other classes. In addition, we have always endeavored to make the Library helpful to the citizens of Oberlin, who call for works of a more popular character than do the students. It is evident, therefore, that if the Library is to do satisfactorily the work which is waiting to be done and ought to be done, its funds for the purchase of books must be greatly increased. Five thousand dollars yearly would no more than meet our needs for the present.

Even with such a sum, we should still in many lines be dependent, as are the greatest libraries, on the interest and generosity of private collectors. In this connection I wish to refer to the valuable gift of the private library of General J. D. Cox, which by his untimely death has now come into the possession of the Library. While a good, all-round private library, its peculiar value to us lies in its special collections. One of these, that relating to the Civil War, in which General Cox took so important and so honorable a part, contains nearly all the important histories of the period and the memoirs of all the prominent generals on both sides. Such gifts bring to the Library what it could never afford to purchase, make it practically com-

plete in certain lines, and connect with the college of their youth, the maturity and achievements of her honored graduates. I hope that many other graduates will feel moved to the making of special collections, with the distinct purpose of ultimately enriching the College Library.

Another problem which seems unsolvable is that of doing the greatly increased work which comes upon the library staff, and of meeting the greatly increased demands which are continually made upon it. For some years the money available for service has decreased, while the Library has been steadily educating the public to demand more and more in the way of service. The general improvement in library management throughout the country is reflected in the increased demand for help, for time-consuming searches, for special lists, and a variety of other assistance. We ought, as soon as possible, to so arrange our staff that a competent person, familiar with the library and with books of reference, should always be found in the main reading room.

LIBRARY CLUB.

The members of the staff, feeling keenly the increased demands made upon them, cheerfully joined with me at the beginning of the college year in the formation of a Library Club. Once each week, in the evening, they meet for an hour to compare notes, to make reports on topics specially assigned, and to carry on definite courses of study. Last year the special topics considered were Bibliography and Cataloguing. The present year the general subject of Library Science alternates with the study and cataloguing of fifteenth century books.

APPRENTICES.

An unusual demand from young women for instruction in library methods has led to the introduction into the staff of several apprentices. These are given practical training in cataloguing and classification, and also attend my courses in Bibliography, and join with the staff in the discussions and work of the Library Club. While steadily urging all such to go to a Library School, and making perfectly clear to them that the work which we can do for them is far inferior to that which is given in the schools, we are glad in this way to help some to find out by actual trial whether they are really adapted to library work, and whether they wish to adopt it as a life work. Should they decide to do so, the practical experience and the instruction obtained here will be of considerable value to them in the Library School course.

The work of training these apprentices is considerable, but in return we receive, especially in cataloguing, extra help without which it would be impossible to keep up with the growth of the Library.

Respectfully submitted,

AZARIAH S. ROOT.

Report of the Dean of the Woman's Department.

To the President:—

SIR: My connection with the Woman's Department of Oberlin College has been of so short duration that I have not sufficient data for an extended report upon the needs and condition of the department. I have the honor, however, to submit the following report upon the five months of the present academic year.

Six hundred and sixty-seven women were in attendance during the Fall term; and for the Winter term, up to the present date, seven hundred and three. Compared with the figures for the corresponding terms of last year, these show a gain of four for the Fall term, and fifty-five for the Winter term.

The health of the girls was excellent during the Fall term, but since the holidays an epidemic of grippe has interfered seriously with the work of all departments.

Early in the college year, several changes were made in the rules for college women. While it is still too early to estimate the full effect upon the Woman's Department, these changes seem to have met with cordial coöperation from the students, and to have increased their loyalty to the college. In October, student house government was introduced into each of the college dormitories. It has met with hearty support from the students in these houses, and with the enthusiastic commendation of the house matrons.

I cannot close this report without acknowledging my debt of gratitude to my predecessor and to the members of the Woman's Board for the cordial support of these past months. With their unswerving loyalty to the best interests of the college, and their untiring devotion to duty, they have been a constant source of help and wise counsel.

Respectfully submitted,

ALICE H. LUCE.

Report of the Director of the Men's Gymnasium and Professor of Physiology.

To the President:—

SIR: The Trustees of the College, at their meeting in March of last year, granted me a leave of absence from regular duties during the school year 1900-1901. At a distance from records, and in the midst of the foreign sojourn rendered possible by their action, I may be pardoned for confining this report to a few leading facts regarding the work of the department. In the Spring of 1900, besides giving the usual courses in Personal and Public

Hygiene (two hours), the Physiology of Exercise (two hours), and the History of Physical Training (one hour), I repeated the Winter course in Human Physiology (five hours) for the benefit of students who would naturally elect it during the year of my absence. As such students were allowed to elect also the work in Hygiene no provision was made for repeating either of these courses in 1900-1901. The special course in Human Anatomy offered in the Fall Term to prospective medical students is omitted this year, since no applications for it had been received up to the time of my departure.

The statistics of my work during the Spring Term, 1900, follow:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
†2	Human Physiology	5	9	28	37
3	Hygiene.....	2	11	28	39
P. T.	Philosophy of Exercise.....	2	4	2	6
P. T.	History of Physical Training.....	1	0	6	6
			24	64	88

Owing to the change which has lengthened the Normal Course in Physical Training for Women to four years, the courses which I have usually given to its students are not called for in the current year. The old gymnasium has been moved to one side to make room for the new. The direction of class-work within its narrow walls during the transition period has been entrusted to Mr. Edwin Fauver, who graduated from the College in 1899. As a student he had completed the preliminary training required of teachers in the gymnasium, taught there for several years with marked success, and filled a similar position at Alma College during the year following his graduation. The fact that he was wanted as coach of the College football and baseball teams, and to teach certain classes in the Academy, made possible an arrangement which secures his services without any added expense to the College by reason of my absence.

Pending the completion of the new men's gymnasium provided for by the gift of Dr. and Mrs. Warner, the following items of progress may be recorded. March 9th, two days after the gift was announced, the Prudential Committee appointed a special Building Committee, composed of the writer as chairman, the President of the College, Dr. Warner, and Professors Jewett and St. John. On March 15, I visited Dr. Warner in New York with the provisional plans prepared some years ago. On the 26th, it was voted to engage as architects the firm of Patton, Fisher & Miller of Chicago, and a few days later Mr. Patton visited Oberlin to look over the ground and confer with members of the committee. The first sketches were submitted for criticism on April 5th, and others were received at intervals until May 12th,

† This course is given regularly in the Winter, and was repeated in the Spring to accommodate students who would naturally take it in the year of my absence, 1900-1901.

when Mr. Patton made a second visit, bringing with him the nearly completed plans. Duplicate sets of blue prints and a part of the specifications arrived June 13th and were sent out on the following day to the contractors who had been asked to submit bids. No further progress had been made before the date of Commencement exercises; but it seemed a fitting thing that during the Reunion week our good fortune be recognized publicly in some way, and the committee therefore arranged a half-hour's "ground-breaking ceremony," on the site of the new building, to take place at nine o'clock on the morning of Tuesday, June 26. There were brief addresses by the President, Dr. Warner, Robert A. Millikan of '91, R. P. Jameson of 1900, and others, after which the Glee Club sang, and the men of the College and Academy, wearing their class distinctions and provided with shovels, spades and pick-axes marked the outlines of the foundation walls.

July 3d the results of the bidding for the general contract became known. The lowest figure which did not include the items of heating, plumbing, lighting and equipment, was \$33,950. After further and revised specifications and plans had been received and submitted to contractors, a meeting between the architects, the lowest bidder, and two members of the committee was arranged in Chicago for the 11th and 13th of August. Here all details and suggested modifications were discussed at length. Meanwhile Dr. Warner had been made acquainted with the facts, and in view of the recommendations of the Building Committee and letters received from him, the Prudential Committee, on August 16th, took the following action: "Voted, (1) that the Building Committee be authorized to expend for building and equipment not to exceed \$45,000 of the \$50,000 given by Dr. and Mrs. Warner for a new Men's Gymnasium, reserving the balance for endowment; (2) that the general contract be let to George Feick & Co., of Sandusky, for a sum not to exceed \$31,800 [the contract as since signed is for \$31,750]; (3) that the contract for sewer work be let to C. L. West of Oberlin, for \$393." Five days later the contract for plumbing was also let to Mr. West, for a sum not to exceed \$2,089. Contracts for heating and lighting the building, and for a part of its equipment, remain to be let. The actual ground-breaking began on the afternoon of August 21st, and from that time the work was pushed rapidly forward as long as the weather permitted.

I defer until my next report a description of the building, which the committee with the consent of the donors has proposed to call "The Warner Gymnasium." The plans have been subjected to repeated revision until it is believed they represent the maximum of efficiency coupled with the least expenditure consistent with wise economy. In their present form they give entire satisfaction to the head of the department, and represent conclusions reached after long acquaintance with local conditions and needs, and a study of what has been done by other workers along similar lines. They also

provide for enlargement to meet future needs. In my absence the acting chairman of the Building Committee is Professor St. John, whose interest in the plans and his services in perfecting them could hardly have been greater were the building intended for the uses of his own department. Mr. C. P. Doolittle, as superintendent of buildings and grounds, has also been added to the committee.

The new quarters render possible for the first time such an organization of the work in the department of Physical Training for Men as will enable it to meet the needs for which it stands. The Normal Course in Physical Training for Women has also been rearranged and extended, and its requirements for admission and graduation are now higher than in any similar school in the country. Before beginning his duties upon these larger lines the writer wished to secure time for study and leisure to work out the details of reorganization, and was especially desirous of supplementing a tour of inspection among American college gymnasia by studying on the ground the methods and means of physical training employed in European countries where this branch has been incorporated as an integral part of the general scheme of education for half a century or more. Absence just at this time happened to involve a minimum of interference with the established order of things in the College,—the plans for the new gymnasium were practically completed, the work of construction was actually under way, and the character of those left in charge was sufficient guaranty that it would not suffer in my absence. I therefore sailed from New York on the 25th of August, and on the 10th of September arrived in Stockholm, where the next three months were spent in daily attendance at the Royal Training School for Teachers of Gymnastics, the oldest and most famous institution of its kind in the world. I also gained some familiarity with the literature of Swedish gymnastics, and a practical acquaintance with the work as carried on in the various schools of the city. On the 17th of December I left Stockholm for Berlin. Here there is another royal normal school of somewhat similar character, and the city affords abundant material for comparison of methods and equipment. After shorter visits to a considerable number of other places on the continent I plan to reach home in sufficient time to have the new gymnasium equipped and ready for use at the opening of the next Fall Term.

My enjoyment of present privileges is so keen that though the request for leave of absence was based on other than personal grounds, I wish in conclusion to express my grateful recognition of the kindness shown by the President and Trustees in granting it.

Respectfully submitted,

Berlin, January 28, 1901.

FRED EUGENE LEONARD.

Report of the Director of the Woman's Gymnasium.

To the President:—

SIR: The work of the Department of Physical Training for Women has gone smoothly along its usual lines during the past year, with no important changes.

Six students were graduated from the Normal Course in June, all of whom obtained positions, and have succeeded well in their work.

One of the class has returned to us (from a position elsewhere) to fill the place of assistant, made vacant by Miss Mary A. Reed's change to the Brooklyn public schools.

This fall we opened without a senior normal class, due to the change from two to four years in the course of study. The junior work goes on as usual.

The basketball season in May, 1900, was very satisfactory. Six teams engaged in the tournament (more than in any previous year), including the four College classes, the Conservatory, and the Senior Academy. The championship was won by 1901. I count the season successful chiefly because it was carried through with a spirit of fair play and good feeling. The risks of basketball for girls, like its benefits, are both moral and physical.

More Conservatory students elect the gymnasium work each year, as will be seen by the following table:

1896-97.....	60
1897-98.....	61
1898-99.....	62
1899-1900.....	72
1900-01.....	89

Moreover, the last figure represents less than two terms of the current year. (These figures do not include second or third terms, or years taken by the same student.)

The measurements taken in the Spring Term of 1899-1900 not having appeared in my last report, I give the table for that year as a whole:

	Fall		Winter		Spring		Total
Entrance 1st measurements.....	162	+	40	+	6	=	208
Entrance 2d measurements.....	9	+	13	+	4	=	26

Total entrance measurements for 1899-1900..... 234

In the Fall and Winter terms (to date) of the year 1900-1901 we have had:

	Fall		Winter		Total
Entrance 1st measurements.....	182	+	32	=	214
Entrance 2d measurements.....	15	+	5	=	20

Total entrance measurements for two terms of 1900-1901..... 234

Here, again, a comparative table of the past five years may be interesting:

				Fall	Winter and Spring		Total
Entrance	1st	measurements	1896-97.....	172	+	39	= 211
"	"	"	1897-98.....	172	+	22	= 194
"	"	"	1898-99.....	150	+	29	= 179
"	"	"	1899-1900.....	162	+	46	= 208
"	"	"	1900-01.....	182	+	32	= 214

Again, the last total represents two terms only.
The general health of the students during the Spring and Fall terms was good; but during the present term an epidemic of grippe and much tonsilitis (followed usually by prolonged weakness and increased susceptibility to colds, etc.) have very much broken the regularity of the gymnasium work.

I have one request to make,—that an inspection be made of our heating arrangements to see if it is possible to adequately warm the building on cold days. The janitor thinks 50° in the exercising room at 8 A. M. impossible. The temperature ought to be 55°-60° for exercising, and enough more to admit the opening of the windows *at least* between classes.

Students frequently complain of having taken colds in our building; and I have often to grant excuses when I myself feel it unsafe for them to make the change of clothing, even without the regulation bath.

Respectfully submitted,
ALICE BERTHA FOSTER.

Department Reports.

COLLEGE DEPARTMENT.

Report of the Dean of College Men.

To the President :—

SIR : I am pleased to be able to report favorably on the discipline of the College men. A splendid spirit of loyalty to the College prevails, and there is a general recognition of the obligation resting upon each man to maintain the good name of Oberlin.

At the beginning of the college year the Faculty very carefully went over the whole subject of College Legislation. As a result of this consideration but one radical change was made. It seemed to them at that time wise to do away with the Self-Reporting System because of a feeling among both Faculty and students that the good results from the system were more than offset by the bad. The testimony of a large number of our best students was that the honesty and truthfulness of the student body were menaced by the system as then administered. In the general discussion some were in favor of attempting a revival of the efficacy of this old system under which the College had so long and so successfully worked. But taking into consideration the feeling against it, the many changes that have taken place in student life since the system was inaugurated, and the fact that most of the colleges that at any time employed the system have long since abolished it, it seemed best to try some substitute.

The two questions that offered the greatest difficulty in providing a substitute were how to secure attendance on chapel and church services. It was finally decided to seat students in chapel by classes, and also to assign individual seats, a plat of seats showing the location in chapel of any student to be accessible to all. It was also decided to require students after the second Sunday in each term to indicate to the Dean their church elections for that term, these elections to be put on record, and lists to be made for the pastors of the respective churches.

The effect of this change has been to increase the chapel attendance, and, so far as we have any means of knowing, the church attendance has not fallen away.

The rules, revised, and with additions to meet the present needs of the Institution, were printed in convenient form and placed in the hands of each student. The student thus has before him in permanent form the information that enables him to adjust himself to the details of College life, and the discipline of the Institution is consequently simplified.

During the year but six College men have been subjected to special discipline. With the exception of one man, who was dismissed, the offenses of all were in large measure due to thoughtlessness or inattention to College duties.

Respectfully submitted,
WILLIAM G. CASKEY.

Report of the Professor of Mathematics.

To the President:—

SIR: The number of students in Freshman mathematics is growing so large that it will soon become necessary to provide at least one additional section. Last term there were 184 students in the four sections, with over fifty in each of two. That number is clearly too large to accomplish the best results in elementary work where much individual attention is needed.

In the elective courses the students are doing a large amount of work, and, for the most part, in a highly satisfactory manner. The students who have gone to eastern technical schools, after taking elective courses in mathematics here, have always been given full credit for their work in mathematics. The appended table gives the statistics for this department. Mr. Cairns teaches two of the four sections of Freshmen, and the class in engineering.

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
* 3	Analytic Geometry.....	4	64	57	121
6	Engineering.....	2	6	1	7
8	Calculus.....	5	10	5	15
12	Analytic Mechanics.....	3	5	3	8
			85	66	151
Fall, 1900.					
* 1	Algebra and Tables	3	108	76	184
4	Engineering.....	3	7	2	9
7	Advanced Analytics.....	5	14	3	17
10	Advanced Algebra.....	3	7	5	12
11	Modern Analytics.....	2	2	1	3
13	Mathematical Seminar (once in two weeks).		7	1	8
			145	88	233

* Required of all Freshmen.

Winter, 1901.

* 2	Trigonometry	4	79	67	146
5	Engineering.....	2	4	1	5
8	Differential Calculus.....	5	11	2	13
9	Advanced Integral Calculus	3	7	4	11
13	Mathematical Seminar (once in two weeks).		7	1	8
			<hr/>	<hr/>	<hr/>
			108	75	183

Respectfully submitted,

F. ANDEREGG.

Report of the Professor of Physics and Astronomy.

To the President:—

SIR : During the past year, the work in the department of Physics and Astronomy has been more satisfactory than in any year since the department was placed in charge of its present head; not only have more students elected work in this department, but the interest shown on the part of the students has been greater, and the results in scholarship more satisfying. This is in great measure due to the fact that the equipment has been gradually improving, and it is being recognized among the student body that it is possible for them to have good facilities here, especially in the elementary courses. The further equipment must of necessity be more costly than that up to the present, and the department feels strongly that to keep the impetus already acquired it is imperatively necessary that the material equipment suffer no retardation, especially when we are surrounded by institutions whose facilities in Physics are in excess of ours, and they are rapidly adding to their equipments. It is unfortunate, perhaps, but true, that in every well-equipped institution the physical equipment is the most costly of all, costing more per student both for instruction and apparatus.

Mr. Joseph S. Chamberlain, Ph.D., an instructor in the department of Physics and Chemistry, resigned his position at the beginning of the Winter Term to accept a position as private assistant to Professor Remsen, of Johns Hopkins University. Dr. Chamberlain had won a place in our regard by his obliging personality and genuineness, and in this department had been of especial assistance in the Laboratory work in Astronomy. Mr. Joseph R. Miller, A. B., Oberlin College, 1900, was appointed to take this position in the department of Physics for the remainder of the year. Mr. Miller had done work of high order both in Mathematics and Physics during his college course. We were glad to secure one of our own graduates for this position. A member of the present graduating class is preparing himself to take charge of Physics in the Academy; and in the future we hope to have a

*Required of all Freshmen.

well-prepared teacher ready for this position whenever it becomes vacant. Not only will such an arrangement unify and correlate the work in these two departments of the Institution, but it is fitting that our advanced students should have such positions to look forward to. It is the policy to allow and encourage the holder of this position to pursue advanced work along this line in College, in order that we may have a growing man and add attractiveness to the position.

The enrollment is shown in the following table. In the Physics courses, each student has four hours of laboratory work per week, and in Astronomy two hours of laboratory work per week, in connection with the lectures and recitation work. At present there are twenty-two hours of laboratory work and seven hours of lecture work per week. The head of the department has given all class-room work, and the laboratory work has been in charge of the assistant and the head of the department in suitable and convenient sections.

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
1	Astronomy	3	15	12	27
4	Physics.....	4	4	1	5
3	Physics.....	5	15	4	19
			<hr/>	<hr/>	<hr/>
			34	17	51
Fall, 1900.					
1	Physics.....	5	22	12	34
5	Physics.....	4	3	0	3
			<hr/>	<hr/>	<hr/>
			25	12	37
Winter, 1901.					
1	Astronomy	3	7	3	10
2	Physics.....	5	24	4	28
4	Physics.....	4	5	1	6
			<hr/>	<hr/>	<hr/>
			36	8	44

Courses 1, 2, and 3, in Physics, are required for Scientific students. Course 1 is optional with Chemistry for students in the Classical and Philosophical courses. The number of students taking these courses as required was as follows: Physics 1, 12; Physics 2, 6; Physics 3, 3.

The head of this department was appointed upon the Summer Staff of the Yerkes Observatory, which gave him the opportunity to carry on research work at the Observatory, and to enjoy the great opportunities and privileges which are offered there. The entire summer vacation was spent at the Observatory with great interest and advantage.

Respectfully submitted,
CHARLES EDWARD ST. JOHN.

Report of the Professor of Chemistry and Mineralogy.

To the President:—

SIR: The plan of giving three terms instead of two to the study of General Inorganic Chemistry and Qualitative Analysis, adopted last year, and mentioned in the annual report from this department, has been entered upon, and promises results more satisfactory than those heretofore attained. The number of students taking the courses of this department has increased, and doubtless still larger numbers will avail themselves of the improved facilities for work offered in the new laboratory.

The following table shows the number of students in the several courses:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
4 Quantitative Chemical Analysis.....	5	14	0	14
1 Mineralogy.....	5	12	3	15
		<hr/>	<hr/>	<hr/>
		26	3	29
Fall, 1900.				
1 General Chemistry (two sections).....	5	41	34	75
Winter, 1901.				
2 General Chemistry and Qualitative Analysis..	5	25	6	31

It will be noticed that no mention is made of the important subject of Organic Chemistry. This has not been dropped, but has been transferred from the Winter to the Spring Term, hence does not appear in this report.

As the work of this department grows, the need of a permanent assistant in Chemistry becomes more imperative.

It was the expectation that the new Chemical Laboratory would be ready for the new year, but unavoidable delays have occurred, and the building will not be ready for use until the opening of the Spring Term.

Respectfully submitted,

F. F. JEWETT.

Report of the Professor of Botany.

To the President:—

SIR: During the past year the usual courses of instruction have been given as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
*1 Elementary Botany	5	18	22	40
†2 Cryptogamic Botany	5	7	14	21
4 Systematic Botany—Phanerogams.....	3	0	2	2
6 Systematic Botany—Cryptogams.....	2	0	1	3
	4	0	1	
	8	0	1	
		25	41	66
Fall, 1900.				
†1 Elementary Biology.....	5	26	14	40
3 General Morphology of Phanerogams.....	5	1	2	3
6 Systematic Botany—Cryptogams.....	3	1	0	2
	5	0	1	
		28	17	45
Winter, 1901.				
5 Plant Physiology.....	5	0	3	3
6 Systematic Botany—Cryptogams.....	3	0	1	3
	8	0	1	
	10	0	1	
		0	6	6

Two graduate students, Miss Mary E. Kennedy, O. C. 1899, and Miss Elizabeth Aborn, O. C. 1900, have done work in the department during the year. Miss Kennedy, who has also acted as laboratory assistant, has been occupied with a series of quantitative bacteriological analyses for the Oberlin waterworks with the purpose of determining the efficiency of certain filters which it proposed to introduce. Miss Aborn holds the graduate scholarship in the division of Natural History. Her work is proving very satisfactory.

Some important changes and improvements in the Finney House have increased greatly the laboratory facilities of the department, and rendered possible much more satisfactory work on the part of the students in the advanced courses.

In addition to the work of instruction, the department has been active in the herbarium. During the year 4107 specimens of plants have been classi-

Courses marked (†) are required for Scientific Freshmen, but are open to all others as electives. Courses marked (*) are required for Scientific Senior Academy students, but are open to all college students as electives.

fied, mounted and incorporated in its organized collections. Of these, 1014 specimens, largely from the F. D. Kelsey collection, were previous gifts awaiting mounting and distribution. The remaining 3093 specimens are accessions by gift and purchase during the year. By gift the more important additions were: From the collection of the late General J. D. Cox, through Mrs. Cox, 700 species of Diatoms, composing the extremely valuable set, "Diatomacearum Species Typicæ," prepared by Mr. H. L. Smith; from the collection of Prof. Chas. H. Penfield, through his daughters, 113 specimens of Phanerogams constituting what is regarded as the earliest extant collection of Lorain county plants; from Prof. F. O. Grover, 2650 specimens of Phanerogams and Vascular Cryptogams; from Dr. J. S. Chamberlain, 52 specimens of Iowa Phanerogams; and from Mr. A. E. Ricksecker, 45 specimens of Pennsylvania Phanerogams.

Among the purchases of the year were: 150 Algæ, which are a continuation of our set of Phycotheca Boreali-Americana, the most important collection of North America Algæ ever issued; 100 Algæ from Miss Tilden's distribution of American Algæ; and 40 Indiana Phanerogams from Mr. Clarence Kennedy. The department itself has collected 240 Lorain county plants, and thereby made an addition of over 35 species and varieties of Phanerogams and Vascular Cryptogams to the County list, and an addition of two species to the State list. This work has occupied no small portion of the time of the department, as it has been impossible to keep more than a very limited force of assistants.

The work in the Arboretum has been actively continued. The straightening and riprapping of the stream which flows through it has proved very effective in preventing the threatened destruction of a number of valuable trees. Arbor day was observed as usual, and about 80 thrifty young trees were planted by the students. Each year better results are attained as the students learn how to handle trees. A comparatively small percentage of trees is now lost, and many of these would be saved if they could be properly cared for during the year. This is impossible with the small funds which the Arboretum earns for itself. At present we can do no more than to abate the nuisance of weeds and render the grounds tidy. The students are taking a personal pride in the Arboretum as they see it improving under their efforts. It is becoming more and more a pleasure resort for them and for the townspeople. If these very desirable conditions are to be maintained, and if also the Arboretum is to become of any scientific value to the College, a suitable endowment should be provided for it as soon as possible.

Respectfully submitted,

F. O. GROVER.

Report of the Professor of Geology and Zoology.

To the President:—

SIR : I wish to express my thanks for the leave of absence granted me for the present year by the Trustees and Faculty, and I trust that the rest and change which I am enjoying will result in the complete restoration of my health. The summer months were spent in New York State with a party of geologists, partly in camp at Trenton Falls, and partly in a launch expedition down the Erie Canal and up Lake Champlain. In the fall I visited Southwestern Ontario, and later I embraced what is perhaps the one opportunity of a life time to see Arizona and Southern California. Everywhere it has fallen in well with my purpose to make collections in the field which will increase our comparatively meager equipment in paleontology and petrology. The paleozoic strata of New York and Canada, and the tertiary and quaternary of California will yield considerable excellent material; while a visit to the Grand Canon of the Colorado gave me a view of the most impressive geological phenomenon in existence.

I wish I had something pleasant and hopeful to say concerning the quarters occupied by the department. There is indeed an amelioration of the conditions in the additional laboratory space which Professor Jewett is able to offer us; but the feasibility of leaving the Library building entirely does not yet appear. In previous reports the conditions have been stated quite fully, and I need not repeat them. The difficulty increases with each succeeding year—with each succeeding *century* I am tempted to say—and I have forebodings as to what Professor Root, long-suffering as he is, will feel compelled to say in his report this year.

Among other gifts to our teaching material, that of Herdman F. Cleland, Ph.D., of the class of 1894, of a large suite of carefully studied Hamilton fossils from the State of New York, also a notable series of modern shells from the distinguished naturalist and philosopher, Rev. John T. Gulick, collected by him in Japan and elsewhere, and which have served as a partial foundation for his important essays on natural selection, deserve special mention. The fidelity with which Mr. Lynds Jones has carried the responsibilities of the department during my absence also calls for recognition. The statistical report will be furnished by him.

Respectfully submitted,

ALBERT A. WRIGHT.

Pasadena, Cal., Jan. 16, 1901.

To the President:—

SIR : About the middle of the Spring Term, 1900, the whole work of the Department devolved upon me. When it had been decided that I should carry the work for the present school year it seemed best to drop the courses

which had been offered in the Summer School, and to so plan the long Summer vacation that it should yield the largest preparation for the year's work while giving the rest and change which seemed essential. July and August were spent on a carefully planned trip of some 7000 miles through the west, where the agents of mountain sculpture and formation could be studied at first hand. All the forms of erosion were studied, many different strata in all sorts of positions were examined, and the characteristic life of the various regions of our country passed in review. Five days spent on the Washington coast furnished an opportunity to renew acquaintance with many marine forms of life, and to study new ones. Birds came in for a large share of attention. I was so fortunate as to meet and study 181 species new to me, swelling my list of personal acquaintances to nearly half of all North American birds.

Thus far the work of the Department has been carried on as laid down in the catalogue, except that during this Winter Term the course in Advanced Geology has been omitted.

It has been a source of great satisfaction that so large a proportion of our graduates are meeting the demands for teachers of science in primary schools. The awakened interest in birds has created a demand for teachers who can give accurate instruction in Ornithology. Very many of our students are meeting this demand. Letters of inquiry from graduates and from many who have never been students here are received almost daily. The influence of the Department is therefore not limited to those who pass under its instruction, but is reaching out into the state and neighboring states. The statistical report of the Department is as follows:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
5	Zoology—Embryology	5	1	1	2
2	“ Entomology	2	1	2	3
6	“ Ornithology 1	3	23	37	60
7	“ “ 2	2	2	3	5
			27	43	70
Fall, 1900.					
1	Geology	5	9	11	20
Winter, 1901.					
1	Zoology	5	17	10	27

Respectfully submitted,
LYNDS JONES.

Report of the Professor of Greek Literature and Classical Archaeology.

To the President:—

SIR : I submit the following report for the work in the department of Greek and Classical Archæology:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
*3	Homer's Odyssey (two divisions).....	4	38	29	67
6	Demosthenes.....	2	3	8	11
9	Euripides.....	3	3	17	20
3	History of Ancient Art.....	3	20	29	49
			<hr/>	<hr/>	<hr/>
			64	83	147
Fall, 1900.					
*1	Lysias (two divisions).....	4	40	21	61
4	Herodotus.....	2	6	13	19
7	Aristophanes	3	2	14	16
1	History of Greek Sculpture.....	3	5	29	34
			<hr/>	<hr/>	<hr/>
			53	77	130
Winter, 1901.					
*2	Homer's Odyssey (two divisions).....	3	38	17	55
4	Thucydides.....	2	7	11	18
7	Aristophanes	3	2	14	16
1	History of Greek Sculpture.....	3	11	36	47
			<hr/>	<hr/>	<hr/>
			58	78	136

The appearance of the Odyssey twice in the year is explained by the fact that while ordinarily read in the Winter, it was last year read in the Spring. One of the three exercises in the History of Ancient Art and in the History of Greek Sculpture is an illustrated lecture in Bradley Auditorium, which is open to all members of the College. Several who do not take these courses have usually been found in attendance.

The great need of the department is, as it has always been, funds for library equipment.

Respectfully submitted,

CHARLES B. MARTIN.

Report of the Associate Professor of Latin.

To the President:—

SIR : Both the work done and the disposition of sections in Freshman Latin are precisely the same as last year. In the Fall and Winter Terms

* Required.

four sections are formed averaging each about thirty; in the Spring Term, three sections averaging about thirty-five.

The total number of students pursuing Freshman Latin in the Fall Term, was 124, 64 men and 60 women. The percentage of men was thus larger than last year, when the four sections contained 51 men and 66 women. Into one section this (Winter) Term I invited the students whose grades were highest, in the hope that a better and truer sense of the literature might be gained in a rapid reading of the Latin by those whose attainments are high and nearly equal. The experiment is being attended with gratifying results.

As an advanced elective I offered a new course in the Fall Term in Latin Inscriptions, and gave at the close a few lectures in the allied subject of Latin Palaeography on the value and use of manuscripts.

I am giving this term also a two-hour course of lectures on the Private Life of the Romans. These lectures touch upon such subjects as the education, marriage, social conditions and classes, daily life, meals, baths, the ancient house and its appointments, trades, amusements, burial rites, etc. This course, as the one alternating with it every second year in Roman Archæology, is now included among the courses in Classical Archæology, for all of which a fee of one dollar is charged. With this income, though small, some needed books, photographs, and lantern slides can be provided.

The teachers' course in Latin, which I announced in my report last year it was my desire to establish, was started in the Fall Term with seventeen students. With the exception of lectures at the beginning of each term, and constant and direct supervision on my part, the work of this course has been done entirely by the students themselves. There are two classes of exercises,—first, half-hour papers presented by the students upon subjects connected with the author studied; and secondly, recitations, conducted by the students upon a part of the text. Criticism and suggestions have been offered freely both by myself and by members of the class. Specific methods of teaching difficult subjects in Latin are considered. Much interest has been manifested in this work. Cæsar and beginning Latin form the subject of study in the Fall Term, Cicero and Sallust in the Winter, and Virgil and Ovid in the Spring Term.

I am still much hampered by the lack of really necessary books and other help. There is a great need of certain reference books, and of a complete set of the standard English and German editions of all Latin authors. There are some Latin writers of whose work we have actually not even one edition.

A Classical Club was formed last year by the classical faculty of the College and Academy, and advanced students in Latin and Greek. The club meets monthly. Book reviews and original papers are presented, and

other matter for which there is no time in the class room. The average attendance has been about twenty.

The following are the courses of study offered in Latin the past year. Professor Hall has taught one section of Freshmen, and offered the elective in Tacitus and Suetonius:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
* 3	Horace, Odes and Epodes.....	5	43	58	101
4	Eutropius and Phædrus.....	2	6	23	29
8	Martial.....	3	3	9	12
			<hr/>	<hr/>	<hr/>
			52	90	142
Fall, 1900.					
* 1	De Senectute, Latin Writing	3	64	60	124
4	Tacitus and Suetonius.....	3	5	23	28
7	Latin Inscriptions and Manuscripts.....	3	0	11	11
10	Teachers' Course.....	2	1	16	17
			<hr/>	<hr/>	<hr/>
			70	110	180
Winter, 1901.					
* 2	Livy	3	61	60	121
4	Tacitus and Suetonius.....	3	4	19	23
8	Roman Satire (Lucilius and Horace).....	3	0	12	12
10	Teachers' Course	2	1	20	21
4	(Classical Archæology) Private Life of the Romans	2	10	32	42
			<hr/>	<hr/>	<hr/>
			76	143	219

Respectfully submitted,
WALTER DENNISON.

Report of the Professor of Romance Languages.

To the President:—

SIR : During the three terms of the past year—Spring, Fall and Winter—this department has offered respectively 16, 20, and 20 hours of work. Of these, three hours in each of the Fall and Winter Terms have been in Italian. Mr. Cowdery has, as usual, taught French 2 and 3. During the Spring Term your professor taught also two hours of German; as he has since then been relieved of this work he has been able to lengthen the courses in Italian and the History of French Literature.

The French club has met as usual on Wednesday evenings.

* Required.

The following table shows the courses and attendance.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
† 1c Beginning French.....	5	9	18	27
* 2 Grammar and Conversation.....	2	3	10	13
* 3 French Prose and Drama.....	2	4	17	21
* 4 French Composition.....	1	3	22	25
† 6 French Prose of 19th Century.....	2	5	10	15
8 French Drama.....	2	5	10	15
9 French Grammar and Conversation.....	1	1	5	6
10 History of French Literature.....	1	1	4	5
		31	96	127
Fall, 1900.				
† 1a Beginning French.....	5	13	20	33
* 2 Grammar and Conversation.....	2	9	33	42
* 3 French Prose and Drama.....	2	23	32	55
* 4 French Composition.....	1	6	20	26
† 5 French Prose of 17th and 18th Centuries....	2	4	11	15
7 French Poetry.....	2	1	6	7
9 French Grammar and Composition.....	1	0	5	5
10 History of French Literature.....	2	0	8	8
1a Italian	3	1	2	3
		57	137	194
Winter, 1901.				
† 1b Beginning French.....	5	13	23	36
* 2 Grammar and Conversation.....	2	9	18	27
* 3 French Prose and Drama.....	2	18	28	46
* 4 French Composition.....	1	7	28	35
† 5 French Prose of 17th and 18th Centuries....	2	4	10	14
7 French Poetry.....	2	1	7	8
9 French Grammar and Composition.....	1	0	5	5
10 History of French Literature.....	2	0	6	6
1b Italian.....	3	1	1	2
		53	126	179

Respectfully submitted,

JOHN R. WIGHTMAN.

Courses marked (*) are required, those marked (†) required or elective, the rest are elective.

Report of the Professor of the German Language and Literature.

To the President:—

SIR :

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
*2 Easy Texts.....	2	23	17	40
*3 Easy Texts, Writing, Conversation.....	4	5	29	34
4 Classic Drama.....	3	0	11	11
*5 Modern Novel.....	2	8	14	22
6 Advanced Writing.....	1	3	12	15
7 Goethe, Schiller, Lessing.....	3	3	6	9
8 History of German Literature.....	2	1	1	2
		43	90	133
Fall, 1900.				
*2 Easy Texts.....	2	22	21	43
*3 Review of Grammar, Easy Texts, Writing...	4	29	32	61
4 Introduction to Classic Drama.....	3	8	21	29
*5 Modern Novel.....	2	5	27	32
6 Advanced Writing.....	1	3	20	23
7 Goethe, Schiller, Lessing.....	3	2	4	6
		69	125	194
Winter, 1901.				
*2 Easy Texts.....	2	19	16	35
*3 Easy Texts, Writing, Conversation.....	3	24	31	55
4 Classic Drama.....	3	7	21	28
*5 Modern Novel.....	2	2	20	22
6 Advanced Writing.....	1	2	14	16
7 Goethe, Schiller, Lessing.....	3	0	7	7
		54	109	163

The courses marked with a star (*) are required, the others elective. Courses 3 and 5 are elective for about one-half the class.

The above schedule shows the enrollment in the German classes for the past year. The actual number of students in the department has been: Spring, 118; fall, 174; winter, 149. Also about 25 College students have begun the study of German with the Academy classes. Course 5 has been conducted by Mrs. Swing, the others by myself. For the past two terms I have omitted course 8 in order to give extra time to the large numbers in course 3.

Permit me to call your attention to the present condition of the department. A student who enters with two years of German may elect German in College four hours a week for three years. While this does not represent a wide range of electives, and while there is need of parallel courses, differ-

ent in nature, yet, by taking all the German offered, one may hope to master the elements of the language, gain a fair reading-knowledge of it and make a good beginning in the study of literature.

The most serious weakness in the department is the provision made (1) for students who begin the study of German in College; (2) for those who enter with one year of German. The former are among our ablest students, many of whom present Latin and Greek for entrance and are expecting to become teachers of language. Since the reduction of the teaching force in 1895, such students have been forced to enter the Academy classes. This classing together of first and second year preparatory pupils with College Sophomores and Juniors who have had years of language training, is a distinct disadvantage and makes fine work impossible.

The condition of the Freshmen who enter with one year of German is still more unfortunate. Course 3 is for such students, and for others who wish to make some review of grammatical principles. The numbers in this course have been increasing steadily, until last term they reached 61. In spite of frequent written work with individual corrections, the results gained are very far from what they should be. Such elementary work cannot be well done without daily, individual oral drill. The class should be divided into three sections.

It is, of course, evident that no one is well fitted to teach a modern language who has no preparation beyond that offered by the high school and college. But the fact remains that many positions in our secondary schools are to-day filled by teachers with such equipment. Each year some of our own graduates undertake the teaching of German. I feel that it is not just to our standard of work, or to the reputation of the College, that we should continue sending out students with no better training than the present conditions admit. Thus, with no view to expansion, but merely in order to provide for good work in the courses already laid down, there is in my judgment imperative need of the entire time of an additional instructor in German (German 1, 5 hours; two sections of German 3, 8 hours; German 5, 2 hours).

Respectfully submitted,

ARLETTA M. ABBOTT.

Report of the Professors of English.

To the President:—

SIR: The following are the statistics of the courses in English that were offered in the Spring Term, 1900:

Number and Subject of Course	Number of hours per week	Men	Women	Total
6 Chaucer	5	3	16	19
9 Shakespeare.....	3	12	28	40
*3 Composition and Rhetoric.....	3	45	56	101
		<hr/> 60	<hr/> 100	<hr/> 160

Courses 6 and 9, elective, were offered by Instructor G. H. Durand; Course 3, required, by Instructor C. H. Gray.

The following are the statistics of the courses in English offered by me during the Fall Term, 1900, and the Winter Term, 1901:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
4 Advanced Composition.....	2	13	10	23
5 Old English Prose.....	5	3	8	11
9 Shakespeare	3	14	30	41
13 History of English Literature.....	2	11	25	36
		<hr/> 41	<hr/> 73	<hr/> 114
Winter, 1901.				
* 2 Composition	3	37	51	88
6 Old English Poetry.....	5	2	5	7
10 Shakespeare	3	11	55	66
13 History of English Literature.....	2	13	31	44
		<hr/> 63	<hr/> 142	<hr/> 205

Of the above-named courses, all are elective except Course 2, which is required of Sophomores. In this course I have the assistance of Mr. W. F. Bohm as a reader of themes.

A comparison of this report with that of Professor Luce will show that three hundred and ninety-eight students are enrolled in the English Department during the current term. Of these, three hundred and sixty-five are collegiate students, out of the total collegiate registration for the present term of four hundred and four. Due allowance being made for those who are taking two or more English courses, a conservative estimate would still show that two-thirds of the collegiate students receive instruction in the Department of English. This fact is not without its bearing upon the plea that I submit herewith.

Permit me to bring to your attention what seems to me the most imperative need of the Department of English, and one of the most urgent re-

* Required.

quirements of the College in general, the establishment of a Department of English Composition, presided over by a trained student of the subject. It is becoming more and more evident that the gifts and the discipline essential to the interpretation of literature or to the study of linguistics are quite different from those that enable a teacher to stimulate young men and women to what is, in its degree, creative work. In no subject of the curriculum has it been found more difficult to interest students than in the required work in composition, and in none, perhaps, has it been so difficult to obtain any but the most mechanical results. This is the more lamentable because, under proper conditions, no subject, in my opinion, is more truly cultural, none so well calculated to render students sensitive to the effectiveness of refined and forceful speech. The detailed, individual criticism of habits of thought and language, which is difficult to obtain in other departments, is the very essence of this. Such criticism our students sorely need. They need to have their interest stimulated, their individual efforts directed, their individual faults exposed. With the present staff of instructors, this is absolutely impossible.

The work in literature must not, of course, be sacrificed to the work in composition. Our literary courses should be more rather than less numerous. Obviously, the appointment of a Professor of English Composition would enable the two Professors of English Literature to increase their list of electives, and thus to offer a course more completely representative of our literary history. It would also render possible elective courses in composition in the Junior and Senior years, for which there is great demand.

Finally, I beg leave to say that, in my judgment, two hours a week throughout the Freshman and Sophomore years should be devoted to the required work in composition. This is evidently impossible with our present force.

Respectfully submitted,

C. H. A. WAGER.

To the President:—

SIR: In that part of the English Department which is under my charge three courses are given, one, English I, by Miss Mary E. Barrows, and two, English 8 and 12, by myself. In the work of English I Miss Edith Dickson has read nearly half the themes. Subjoined is a table giving statistics as to the number of students in each course. English I is required; the other courses are entirely elective.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
English 1. Rhetoric and Composition (five sec- tions).....	1	85	83	168
English 8. Chaucer	3	2	7	9
English 12. Nineteenth Century Masterpieces..	3	10	30	40
		<hr/>	<hr/>	<hr/>
		97	120	217
Winter, 1901.				
English 1. Rhetoric and Composition (five sec- tions).....	1	71	75	146
English 8. Chaucer.....	3	2	5	7
English 12. Nineteenth Century Masterpieces..	3	12	28	40
		<hr/>	<hr/>	<hr/>
		85	108	193

Respectfully submitted,

ALICE H. LUCE.

Report of the Professor of Oratory and Rhetoric.

To the President:—

SIR: No changes have been made during the year in the courses offered by this department. The work is entirely elective, and a steady interest is maintained by the students. There has been some demand on the part of students for additional courses, but it does not seem wise to encourage any to elect in a college course more work of this nature than is at present offered.

In addition to the work done in classes I find it necessary to give much private time to those electing in this department. The number of hours therefore given in appended schedule does not represent fully the work done. One-third of my time is given to the Theological Seminary in classroom and private teaching.

The department is gratified with the success of our representatives in debate who brought honor to themselves and the College in the annual debate of the Ohio Intercollegiate Debating League. As a result of this victory the interest in debate has been heightened to a marked degree.

The following shows the courses and the number of students electing each for the year :

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
4	Oratory, two sections.....	3	32	3	35
5	Debate.....	2	16	0	16
6	Dramatic Reading.....	2	9	8	17
			<hr/>	<hr/>	<hr/>
			57	11	68
Fall, 1900.					
1	Gen.Course,Elocution,two sections.....	3	41	21	62
Winter, 1901.					
2	Oratory, two sections.....	3	31	7	38
3	Argumentation.....	2	11	0	11
			<hr/>	<hr/>	<hr/>
			42	7	49

In addition to the preceding I had the following courses in the Seminary:

	Men	Women	Total
First Semester, 1900			
Elocution (b)	7	0	7
Second Semester, 1901			
Elocution (a)	12	1	13

Respectfully submitted,

WILLIAM GEORGE CASKEY.

Report of the Professor of Philosophy.

To the President:—

SIR: The only change, this year, in those courses which I offer in connection with the College Department, is that the course in *Microcosmus* is being tried as a three-term course instead of a two-term course. This seems likely to prove a gain to the students, since the element of time is a large one in getting really into the philosophic spirit. If it seems best to continue this plan, it may require some re-adjustment of my courses.

My general work is spoken of in the report upon Theology.

One hesitates to urge increased expenditure at any point; but I should fail in my duty to the Department of Philosophy, if I did not emphasize strongly the serious need of equipment for the psychological laboratory, to which Dr. MacLennan has already called attention.

The statistics of the courses taught by me in connection with the College Department follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
Philosophy 10. Bearings of Evolution.....	5	12	11	23
Fall, 1900.				
Philosophy 6. The Microcosmus.....	5	15	10	25
*Bible 13. Outline of Christian Theology.....	1	25	41	66
		<hr/>	<hr/>	<hr/>
		40	51	91
Winter, 1901.				
Philosophy 6. The Microsasmus.....	5	10	10	20
*Bible 13. Outline of Christian Theology.....	1	24	43	67
*Bible 1. Synoptic Gospels.....	2	85	77	162
		<hr/>	<hr/>	<hr/>
		119	130	249

Respectfully submitted,
HENRY CHURCHILL KING.

Report of the Professor of Psychology and Pedagogy.

To the President :—

SIR: I wish to call attention once more to the needs of the Psychological Laboratory. There is an absolute need for a yearly appropriation of \$200, and an amount equal to that mentioned last year as a general appropriation. Until the yearly appropriation is made the Laboratory can have none but a precarious existence.

The following table shows the number of students under my care in the departments of Philosophy and Pedagogy.

PHILOSOPHY.				
Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
4 Introduction to Philosophy.....	3	11	9	20
3 Introductory Logic.....	2	5	5	10
5 Advanced Psychology.....	5	3	2	5
		<hr/>	<hr/>	<hr/>
		19	16	35

*Required.

Fall, 1901.

*1	Introductory Psychology.....	5	37	51	88
7	History of Philosophy.....	5	6	1	7
9	Advanced Ethics.....	2	3	0	3
			<hr/>	<hr/>	<hr/>
			46	52	98

Winter, 1901.

*2	Introductory Ethics.....	5	42	45	87
7	History of Philosophy.....	5	4	1	5
9	Advanced Ethics.....	2	4	0	4
			<hr/>	<hr/>	<hr/>
			50	46	96

PEDAGOGY.

Spring, 1900.

13	Theory of Education.....	3	1	8	9
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Fall, 1900.

11	History of Education.....	3	2	9	11
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Winter, 1901.

12	Educational Psychology.....	3	0	13	13
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Respectfully submitted,

S. F. MACLENNAN.

Report of the Associate Professor of Economics and Sociology.

To the President:—

SIR: Owing to the change made in this department during the summer, I am able to present a report covering only the period since the opening of the College in September. In entering upon the work of the department I have endeavored to ascertain and follow out the plans of my predecessor, in order to interrupt as little as possible the continuity of the work. I have given in the main the courses which were scheduled in the catalogue, as those seemed best suited to the needs of the students. In one respect I have preferred to introduce a change, namely in the method of conducting the Economic Seminar. Instead of treating a number of topics, we have confined ourselves for the term to one subject: in the Fall we took up the problem of "Monopoly and Trusts," and this term are discussing "Municipal Government." As in the past, membership in the Seminar is limited to eight. Statistics as to the other courses are given below.

During each term I have taught twelve hours a week. With the interest in debating and the work of the literary societies more time than twelve hours a week has been given to college work. In addition to this

* Required.

I have published three longer articles and several book-reviews since my residence in Oberlin. These are: "The Machinists Strike, 1900," in *The Yale Review*, November, 1900; "The Anthracite Coal Strike" in *Bibliotheca Sacra*, January, 1901; "The Chicago Building Trades Dispute," in the *Political Science Quarterly*, March, 1901. The book-reviews have appeared in the *Annals of the American Academy for Political and Social Science*, for January and March.

The following table shows the number and subject of courses, hours per week, and number of students electing same:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
2	Economics	3	20	6	26
4	Economics	2	21	0	21
3	Sociology	2	25	16	41
3	Political Science.....	3	27	8	35
5	Economic Seminar.....	2	8	0	8
			101	30	131
Fall, 1900.					
Econ. 1	Political Economy.....	5	34	24	58
Econ. 4	Money and Banking.....	3	8	0	8
Soc. 1	Anthropology	2	16	4	20
Econ. 5	Economic Seminar.....	2	8	0	8
			66	28	94
Winter, 1901.					
Econ. 2	Socialism and Social Reform.....	5	24	6	30
Soc. 2	Sociology.....	2	15	5	20
Pol. Sci. 4	Comparative Politics.....	3	20	2	22
Econ. 5	Economic Seminar.....	5	8	0	8
			67	13	80

Respectfully submitted,
 ERNEST L. BOGART.

Report of the Professor of History.

To the President:—

SIR : My courses in history have been as follows :

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
10	American History (Int.)	2	14	15	29
11	American History (Adv.)	3	8	5	13
12	English History	5	3	6	9
			<hr/>	<hr/>	<hr/>
			25	26	51
Fall, 1900.					
10	American History (Int.)	2	22	18	40
11	American History (Adv.)	3	9	4	13
12	English History	5	4	2	6
			<hr/>	<hr/>	<hr/>
			35	24	59
Winter, 1901.					
10	American History (Int.)	2	12	12	24
11	American History (Adv.)	3	8	10	18
12	English History	5	4	1	5
			<hr/>	<hr/>	<hr/>
			24	23	47

The work in early English History, with its study of Anglo-Saxon Government and its tracing of Norman influence upon Government and Legal Procedure, with its investigation of the origin of the Common Law and of the principle of Representation in Government, has been full of interest to me, and though the class has been small, there has seemed to me an unusual interest in their study.

The work in American History has been helpfully supplemented by the term papers. By the private reading required for these papers the student has been called upon to make himself quite familiar with a different period from that treated in the lectures. In this way an objection, that too much attention has been given to the early period, is at least in part obviated. Some of the subjects of these term papers have been these. (1) Hamilton's Financial Policy. (2) Jefferson as a Party Leader. (3) The Louisiana Purchase. (4) Burr's Conspiracy. (5) Henry Clay. (6) Daniel Webster. (7) The Annexation of Texas. (8) The Abolition Movement. (9) The Compromise of 1850. (10) Early California. (11) Whitman and Early Oregon. (12) Mormonism. (13) Douglas and the Kansas-Nebraska Bill, etc. The reading given to these papers has almost uniformly been quite wide and well-directed, and the working out of the papers I consider very creditable to the students.

Respectfully submitted,

L. B. HALL.

Report of the Professor of Mediæval History.

To the President:—

SIR: I did not teach during the Spring Term, therefore this report begins with the Fall Term of the present College year.

The statistics of the different classes taught by me during the Fall and Winter terms are:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
4	Mediæval History.....	5	25	32	57
1	Spanish History, lectures.....	2	40	58	98
7	History of Mediæval Architecture.....	2	12	21	33
			77	111	188
Winter, 1901.					
5	History of the Reformation and Thirty Years War.....	5	16	26	42
2	Italian History, lectures.....	2	41	51	92
8	History of Italian Renaissance Painting.....	2	12	21	33
			69	98	167

Course 4 is open to Juniors and Seniors.

Courses 5, 7 and 8 are open to students who have had Mediæval History.

Courses 1 and 2 are open to Freshmen and other students equally advanced.

I am very grateful for the privilege of teaching these delightful subjects to earnest enthusiastic students.

Before closing this report I wish to refer to a limitation in the History Department that causes a daily embarrassment to both teacher and students. Especially is this true when the instruction is given by lectures. Think of sending *ninety* students to the library to look up—say the life of Theodoric the Ostrogoth, and telling them “the best account will be found in Hodgkin”—when you know and they know there is but *one* copy of Hodgkin on the library shelves. Teaching under such conditions comes far short of its possibilities.

There ought, at once, to be placed on the reference shelves of our library one thousand dollars worth of histories, not a great variety of authors, but fifteen or twenty copies of many standard works.

Respectfully submitted,

A. A. F. JOHNSTON.

Report of the Professor of Bibliography.

To the President:—

SIR: The aim of the courses in Bibliography is to give the students electing them (1) a familiarity with the methods employed by libraries in classifying, cataloging and handling their collections, (2) an acquaintance with the principal bibliographies, general, national and special, as well as with the chief books of reference, and (3) an outline of the history of the printed book, including the development of the book-trade and of the book-arts. It is my hope that the courses may be elected in the earlier years of a student's course of study, so as to give material aid to the work of the later years. While it is my constant endeavor by questions and assigned exercises to make the work of immediate practical benefit, I nevertheless wish it to be in breadth and scope, worthy of its place in a course aiming at general culture. The number of students electing the work will probably never be large. The present year, however, owing to the changes in admission requirements the course was largely elected by Freshmen in the fall, all of whom were unable because of required work to continue this elective in the winter.

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
1	Bibliography	2	10	24	34
Winter, 1900.					
2	Bibliography	2	3	9	12

Respectfully submitted,

AZARIAH S. ROOT.

THEOLOGICAL SEMINARY.

Report of the Professor of Old Testament Language and Literature.

To the President :

SIR : The following table presents concisely the work of this department during the past year. The required work in Bible of the College Juniors, though not falling under the regular work of the department, is presented in connection with it for the sake of convenience.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
Hebrew "a"	5	6	0	6
Hebrew "b"	2	2	0	2
Old Test. Introd. 1	3	23	2	25
*Old Test. "c" (College Juniors)	3	33	52	85
		64	54	118
Fall, 1900.				
Hebrew "a"	5	6	0	6
Hebrew "b"	2	5	0	5
Old Test. Theology	3	20	1	21
		31	1	32
Winter, 1901.				
Hebrew "a"	5	6	0	6
Hebrew "c"	2	5	1	6
Old Test. Introd. 2	3	21	1	22
		32	2	34

It will be noted that the numbers in advanced Hebrew work are steadily increasing. This is as it should be. So many as possible of our thoroughly trained ministers should read the Old Testament in the original, especially in view of the present problems of Old Testament study.

The entire Old Testament work has been recast, as the result of the experience of the past two years, making it, it is believed, more positively constructive, more thorough, and a more effective preparation for a useful and aggressive ministerial service.

Attention is called to the fact that the two courses in Old Testament introduction provide for the careful reading and study of the *entire* Old Testament in the revised English version, together with the concise statement in writing, as the result of this study, of *the entire substance of its thirty-nine books*.

*Required.

The work of the students is very highly gratifying. Hard work is being thoroughly and enthusiastically done. I regret to say that the library is sadly deficient in the best and latest Old Testament books.

Respectfully submitted,
GEORGE S. BURROUGHS.

Report of the Professor of New Testament Language and Literature.

To the President:—

SIR: The work described in the catalogue has all been regularly given, and the number of students in each course is herewith submitted:

Number and Subject of Course	Number of hours per week	Men	Women	Total
First Semester.				
*New Test. "a" Exegesis of Mark and Acts, 1-15	4	11	1	12
*Gen. Introduction to New Testament.....	1	11	1	12
New Test. "d,".....	2	6	0	6
New Test. Seminar, Johannine Theology.....	2	4	0	4
Bib. Theol. I, Teaching of Jesus.....	2	14	1	15
		46	3	49
Second Semester.				
*New Test. "a".....	4	9	1	10
*Gen. Introduction to New Testament.....	1	9	1	10
New Test. "d".....	2	5	0	5
New Test. Introduction I.....	3	15	1	16
		38	3	41

The increased requirement for admission to the Seminary has secured a body of students unusually well prepared to do the grade of work prescribed in the curriculum. All the work of the department is conducted on the seminar plan, by which students are first brought, as far as possible, to the original sources of information, directed in their investigation, and afterward introduced to the best literature of the various subjects under discussion.

The courses in Introduction, Exegesis, and Biblical Theology are so arranged that those who take both required and elective courses can in three years go over the entire New Testament, partly in English and partly in Greek. The courses in Introduction are so conducted as to give a thorough acquaintance with the various books studied, and to raise the principal exegetical problems in each. In this way a great deal of work in

*Required.

the English New Testament is provided, without at all decreasing the amount of work in Greek ordinarily offered in theological seminaries.

I have during the past year directed the exegetical work of some students after their graduation from the Seminary, and expect to do so to a greater extent in the future.

Respectfully submitted,
EDWARD I. BOSWORTH.

Report of the Professor of Church History.

To the President:—

SIR: This eighth annual report can show some gains over the first years in the character of the work done. The seminar or half-seminar method is now employed in all the four classes. And as a means of saving time for the students full outlines, with valuable readings indicated, have been typed and placed in their hands. Independent research and production are sought as the ends to be attained by our seminary work together. More and more attention is being given to the analysis of historical characters and doctrines as a necessary preparation for any valuable constructive results. Few students coming from the colleges to our seminaries know how to get at historical *sources*, or how to *use* books. Fewer still bring with them any facility in historical analysis.

Last year, in a seminar on dogma, I began the study of the early Christian sources with the view to teaching the fundamental methods of doctrinal analysis. I am continuing the course this year on the Doctrinal Analysis of Historical Creeds of the early church, the churches of the Reformation, and the churches in America.

A small part of the course on Modern German Theology is to appear in book form—from the publishing house of Longmans, Green & Co.—Containing a historical exposition of the Theology of Albrecht Ritschl.

Subject of Course	Hours per week	Required	Elective	Total Students
First Semester, 1900.				
Gen. Church History	3	8	2	10
History of Dogma.....	3	3	3	6
History of Dogma, Seminar	2	0	5	5
Modern German Theology, Seminar	3	0	3	3
		11	13	24
Second Semester, 1901.				
Gen. Church History	3	8	2	10
History of Dogma	3	3	3	6
History of Dogma, Seminar	2	0	4	4
Theology in America, Seminar	3	0	10	10
		11	19	30

Needs.—Two urgent needs may be mentioned. *First*, more means for books. The entire fund available for the development of Church History is \$35 a year, which is so manifestly inadequate that further emphasis of this need is not necessary. *Second*, financial relief so as to take the care of Council Hall off the Theological Faculty's Committee. This committee for the last six years has been giving personal attention to the Hall without expense to the college, and in this way have saved between \$600 and \$700 a year. Only the financial stress of these years, and the desire to prevent a deficit in the Theological Department, have made us willing to continue this excessive service. To look after all the personal details of renting rooms to between fifty and sixty young men, superintending the work of ten young men as janitors, caring for the repairs of furniture and bedding, collecting room rent, etc., etc., lays duties and responsibilities upon the chairman of this committee which are not borne by any other member of the Faculty or by any College officer. An appropriation of \$600 a year for a competent janitor and superintendent of Council Hall would be necessary to place the Theological Department on an equal basis with the other departments of the College.

Respectfully submitted,
 ALBERT T. SWING.

Report of the Professor of Theology.

To the President:—

SIR: The method and courses, followed in my teaching in connection with the Theological Department, are the same as last year, and have been fully described in preceding reports. The statistics of the different courses follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
*Theology II	5	8	0	8
Fall, 1900.				
*Theology II	5	10	0	10
*Theological Encyclopedia.....	2	9	1	10
		<hr/>	<hr/>	<hr/>
		19	1	20
Winter, 1901.				
*Theology II	5	10	0	10

The Alden Fund is a great help in increasing our library facilities; but enlarged endowment for the library remains still our greatest need.

*Required.

Perhaps the most important of numerous addresses and lectures for the year have been a series of addresses during Holy Week at the First Congregational Church in Detroit, an address on "The Relation of Higher Criticism to the Spirit of Evangelism," at the Michigan State Congregational Association, the Reunion address on "Theology in Terms of Personal Relation," and a series of four addresses at the Chautauqua Assembly on "Conditions of Deepening Friendship with God." I also taught two courses in connection with the ten days' Y. M. C. A. Conference at Northfield, Mass.

The chief publications of the year in addition to reviews and brief contributions for the *Biblical World*, are two articles in the *Bibliotheca Sacra* on "Religion as a Personal Relation," and "Theology in Terms of Personal Relation," and three books,—a new edition of the Outline of the Microcosmus, a brief book on "The Appeal of the Child," and another book on "Reconstruction in Theology," just publishing by the Macmillan Company.

Respectfully submitted,

HENRY CHURCHILL KING.

Report of the Professor of Homiletics and Pastoral Theology.

To the President:—

SIR : In my Homiletic work, course a, the past year I have used for a text-book the excellent manual of Professor T. H. Pattison of Rochester Theological Seminary, "The Making of the Sermon." As a manual of instruction it is unsurpassed, combining the merits of an admirable arrangement of matter with a literary art and profusion of illustration that make it interesting as a study and easily remembered. I have adopted the use of this text-book for the class-room, in place of lectures of my own upon the subject, in deference to the growing sentiment that teaching by text-book is, on the whole, better for the student than teaching by lectures. Whether it will prove so in my teaching I am not yet quite clear. Longer trial of the method is needed to prove this. At any rate, the adoption of a new method has given me the benefit of a change—which of itself invests the study with a new interest likely to be reflected in the instruction.

I have added to my course this year upon "The Great Preachers" of the past, course b, two new lectures upon Bossuet and the French preachers.

In my instruction in Homiletics I emphasize more and more the value of good models as object lessons in the preacher art. They inspire as well as instruct in the best methods of preaching the Gospel.

The courses in Practical Theology are substantially the same this year as last, with such modifications as an adaptation to the changing years may suggest.

The statistical tables subjoined indicate the courses of instruction given and the number of students that have taken them.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
b Homiletics	2	9	0	9
Preaching Exercise.....	1	36	0	36
Sermon Plans.....	1	12	0	12
Missions.....	2	8	0	8
c Practical Theology.....	2	6	0	6
Church Polity (course in four weeks).....	3	8	0	8
Sermon Criticism.....	1	12	0	12
		<hr/>	<hr/>	<hr/>
		91	0	91
Fall, 1900.				
*a Homiletics	3	10	0	10
Preaching Exercise.....	1	39	0	39
Sermon Plans.....	1	8	0	8
a Practical Theology.....	3	6	0	6
b Practical Theology.....	2	6	0	6
		<hr/>	<hr/>	<hr/>
		69	0	69
Winter, 1901.				
b Homiletics	2	8	0	8
Preaching Exercise.....	1	39	0	39
Sermon Plans.....	1	12	0	12
Practical Theology.....	2	5	0	5
Missions.....	2	4	0	4
		<hr/>	<hr/>	<hr/>
		68	0	68

Respectfully submitted,
A. H. CURRIER.

Report of the Slavic Department.

To the President :—

SIR : In several ways the current year has been the best in the history of the department. In the first place, the attendance is the largest we ever had, numbering fourteen men, from four different States and one foreign country (Connecticut, Pennsylvania, Kansas, Minnesota and Austrian Sile-sia), and representing four nationalities (the Bohemian, Slovak, Polish and Magyar). Again fully one-half of the students are entirely self-supporting. This is a new departure and promises well for the future of the department. Four of the students, also, are men of exceptional ability and promise, all of them expecting to enter specially important fields of Christian work among our foreign population.

*Required.

The studies pursued have been English Grammar, Arithmetic, Physical Geography, Civil Government, General History, Physiology and Latin, all in the Academy; Bohemian, English, Inductive Logic, Psychology, Ethics, and Systematic Theology, in the Slavic department proper; and Church History, Homiletics, Elocution, the English Old Testament and the Greek New Testament in other departments of the Seminary.

The financial condition of the department remains unrelieved. The Slavic Committee find it increasingly difficult to raise the necessary funds for our current expenses, while an adequate endowment seems yet a great way off. The "Behrends plan" of enlisting the Congregational churches of our country in making permanent annual contributions to the Slavic department has not worked as well as has been expected. On the part of our two Oberlin churches it has met with a generous response.

Respectfully submitted,

LOUIS F. MISKOVSKY.

ACADEMY.

Report of the Principal of the Academy Department.

To the President:—

SIR: The teachers of the Academy desire to recommend some considerable change in the courses of study pursued in the Academy. In the courses that have been followed for the last ten years, a number of subjects were studied for a single term only. Such brief courses and such frequent changes have proved unsatisfactory to teachers and unprofitable to students. The new plan contains no subject which a student does not continue for an entire year. The second advantage sought in the new courses is a much larger opportunity for the study of English. The present courses give to this most important subject, after the completion of English Grammar, but one hundred and forty class hours. The new course will provide almost exactly three times as many hours. During my experience in the Academy nothing has proved so unsatisfactory as the effort, in the time allotted, to do the work required for admission to the colleges in English. With the change in the course, it is proposed to transfer one of the teachers already employed in the Academy to the department of English, so that the entire time of two teachers will be given to this department. The work of the first term in the Junior year of the Academy will be in English Grammar. The

remainder of the time devoted to English will be given to the study of Composition and Literature. The new course will also provide one-third more time for each of the subjects of Algebra, Geometry, and Physics.

In the Scientific Course, even with the new arrangements, there will still be a very serious defect. This is in the work offered in Science. A scientific course is hardly worthy of the name when the only work offered in a scientific line is a single year in Physics. It is absolutely essential to the success of this course that another year's work in Science, either Chemistry or Biology, be provided in the immediate future.

CLASSICAL COURSE—PROPOSED ARRANGEMENT.

Junior Year.

Fall.	Latin 6. †	English 5.	Algebra 5.
Winter.	Latin 6.	English 5.	Algebra 5.
Spring.	Latin 6.	English 5.	Algebra 5.

Junior Middle Year.

Fall.	Latin 5.	English 5.	History 4.	Algebra 2.
Winter.	Latin 5.	English 5.	History 4.	Algebra 2.
Spring.	Latin 5.	English 5.	History 4.	Algebra 2.

Middle Year.

Fall.	Latin 4.	Greek 5.	Geometry 4.	English 2.
Winter.	Latin 4.	Greek 5.	Geometry 4.	English 2.
Spring.	Latin 4.	Greek 5.	Geometry 4.	English 2.

Senior Year.

Fall.	Latin 4.	Greek 5.	Physics 4.	English 2.
Winter.	Latin 4.	Greek 5.	Physics 4.	English 2.
Spring.	Latin 4.	Greek 5.	Physics 4.	English 2.

A course of one hour each week in Bible is required of all students.

CLASSICAL COURSE—PRESENT ARRANGEMENT.

Junior Year.

Fall.	Latin 6. †	English 5.	Arithmetic 4.
Winter.	Latin 6.	English 5.	Physiology 4.
Spring.	Latin 6.	English 5.	Physical Geography 4.

Junior Middle Year.

Fall.	Latin 6.	Algebra 5.	English 4.
Winter.	Latin 6.	Algebra 5.	History 4.
Spring.	Latin 6.	Algebra 5.	History 4.

Middle Year.

Fall.	Latin 4.	Greek 5.	Physics 4.
Winter.	Latin 5.	Greek 5.	Civil Government 4.
Spring.	Latin 5.	Greek 5.	Physics 4.

Senior Year.

Fall.	Latin 5.	Greek 4.	Geometry 4
Winter	*German 5.	Greek 5.	Geometry 4.
Spring.	Latin 5.	Greek 5.	German 4.

* Or French.

A course of one hour each week in Bible is required of all students.

† Number of hours per week.

The Philosophical Course differs from the Classical only in the substitution of a modern language instead of Greek.

The Scientific Course differs from the Philosophical only in the substitution of Drawing and Botany for the two terms of Latin in the Senior year.

Seventy-seven students who were in the Academy last year entered Oberlin College this year. Several others entered prominent colleges in the east and west.

At the request of the Faculty, for the third time last year I spent the Spring Term in visiting High Schools. My work in this direction was seriously interrupted, but about thirty-five schools were visited. As a result of the three years' experience in this visitation of High Schools, I should like to urge again, the appointment, as early as possible, of some suitable man to do this work continuously and systematically.

Respectfully submitted,

JOHN FISHER PECK.

CONSERVATORY OF MUSIC.

Report of the Director of the Conservatory.

To the President:—

SIR: The prosperity of the Conservatory of Music during the past year has been gratifying to its friends, and, we hope, gives promise for the future of still greater usefulness.

The following table shows the number of students during the past year:

Spring, 1900.	Women, 310;	Men, 76.	Total, 386.
Fall, 1900.	" 345;	" 71.	" 416.
Winter, 1901.	" 385;	" 76.	" 461.

Table showing number who have studied in both College and Conservatory:

				Total
Spring, 1900.	Conservatory and College,	76;	Conservatory alone, 310.	386
Fall, 1900.	" " "	101;	" " 305.	416
Winter, 1901.	" " "	123;	" " 336.	461

The Conservatory Faculty at present comprises nine professors and fifteen instructors. The following table gives departments taught, with number of students in each:

	Spring 1900.	Fall 1900.	Winter 1901.
Harmony.....	72	156	171
Counterpoint.....	24	26	17
Fugue.....	8	8	6
Musical History.....	62	46	48
Analysis.....	25	15	14
Pianoforte.....	280	340	340
Organ.....	47	51	52
Singing.....	169	195	244
Violin.....	37	31	40
Violoncello.....	3	2	3
Wind Instruments.....	4	6	7
Ear Training.....	23	37	80
Choral Singing.....	50	82	83

The graduating class this year will number only five, two promising students having been unable to return.

The personnel of the Conservatory Faculty remains essentially the same from year to year. Mr. George C. Hastings, who graduated with honor from the Conservatory at the last commencement, was retained as an assistant in the organ and pianoforte departments.

After very careful consideration, and consultation with Dr. Luce and as many as possible of those who have to do with the Woman's Department, and with a view, 1st, to relieving as much as possible the burdens which the large number of women in the Conservatory bring to the Woman's Department, and 2nd, to giving these women more careful supervision than has hitherto been possible, it has been thought wise to appoint a Dean to Conservatory Women, who should coöperate with Dr. Luce and, under the direction of the Woman's Board, do all possible toward the accomplishment of the two purposes of her appointment.

Mrs. Harmonia W. Woodford, a graduate of Oberlin College in 1872, A. M. 1875, has been called to this work, and she entered upon its duties at the beginning of the present school year.

Near the beginning of the Winter Term it became evident that our teaching force in Vocal Culture was likely to be inadequate to the demands that it seemed probable might be made upon it. In the emergency we fortunately were able to secure the partial services of Mr. Thomas Henderson, Jr., of Cleveland, who in addition to thorough study in this country, had spent two years in study abroad. He is working with good success upon an appointment for the balance of the school year.

Considerable interest has of late developed in securing for Warner Concert Hall a good organ that should be an instrument in some sense worthy of the abilities of the man who stands at the head of the Organ Department.

The first substantial encouragement to the enterprise came recently in the gift from the Musical Union of \$1,000. Professor Andrews is working quietly among his friends to raise the remaining amount which is thought necessary to secure the instrument needed.

Perhaps the most pressing need of the Conservatory just now is rooms for practice. Warner Hall furnishes about sixty-five practice-rooms, which accommodate about one hundred and fifty students. Beyond this, the students have to find their practice in the homes of the town. This arrangement is an unfortunate one, involving as it often does the use of pianos of doubtful value and in bad repair; sometimes in rooms not properly warmed, or where the use has to be shared by members of the family or others. The Conservatory has a sinking fund of a few thousand dollars that it has been accumulating for several years to protect it against financial reverses and also to provide the necessary instruments for carrying on its work. This fund might be used to begin an addition on the west side of Warner Hall, but would not be sufficient to finish and furnish it. The need is an urgent one, and should in some way be met without delay.

Respectfully submitted,

F. B. RICE.

DRAWING AND PAINTING.

Report of the Instructor in Drawing and Painting.

To the President:—

SIR: During the Spring, Fall and Winter Terms, one hundred and eighteen students have been enrolled in this department.

Drawing has constituted a large part of the work, as this knowledge is the most essential, if the study is continued as a life work, and will be the most useful, if only a short time is given to it.

Four young men and twenty-four young women from the College have elected drawing.

In the required work of the Scientific Course there were fourteen young men and three young women.

Twenty young women have combined the work of the Art Department and the Conservatory.

Sixteen young women from the Kindergarten Training Class have received weekly instruction of one hour.

I am glad to report a steady increase in the number of students who are making a specialty of the work of this department. During the year 1894-95, my first year in Oberlin, there were but eight classed as art students. This year in the Fall and Winter Terms alone there are thirty-one.

I expect very soon to have an exhibition of about one hundred pieces of work from the Art Students League of New York, which I hope will be an education and a real incentive to my pupils.

On account of an increase in work, and the advantage derived from out-of-door sketching, I shall try to secure an assistant for the Spring Term.

Respectfully submitted,

EVA M. OAKES.

SUMMER SCHOOL.

Report of the Summer School.

To the President:—

SIR: The courses offered in the Summer School for 1900 were much the same as in previous years. The only courses which had not been offered before were: a course in Botany by Professor Grover; one in Psychology by Professor MacLennan; one in Greek Vase Painting by myself; one in Government in America, and one in Bibliography and Library Methods, both by Professor Root.

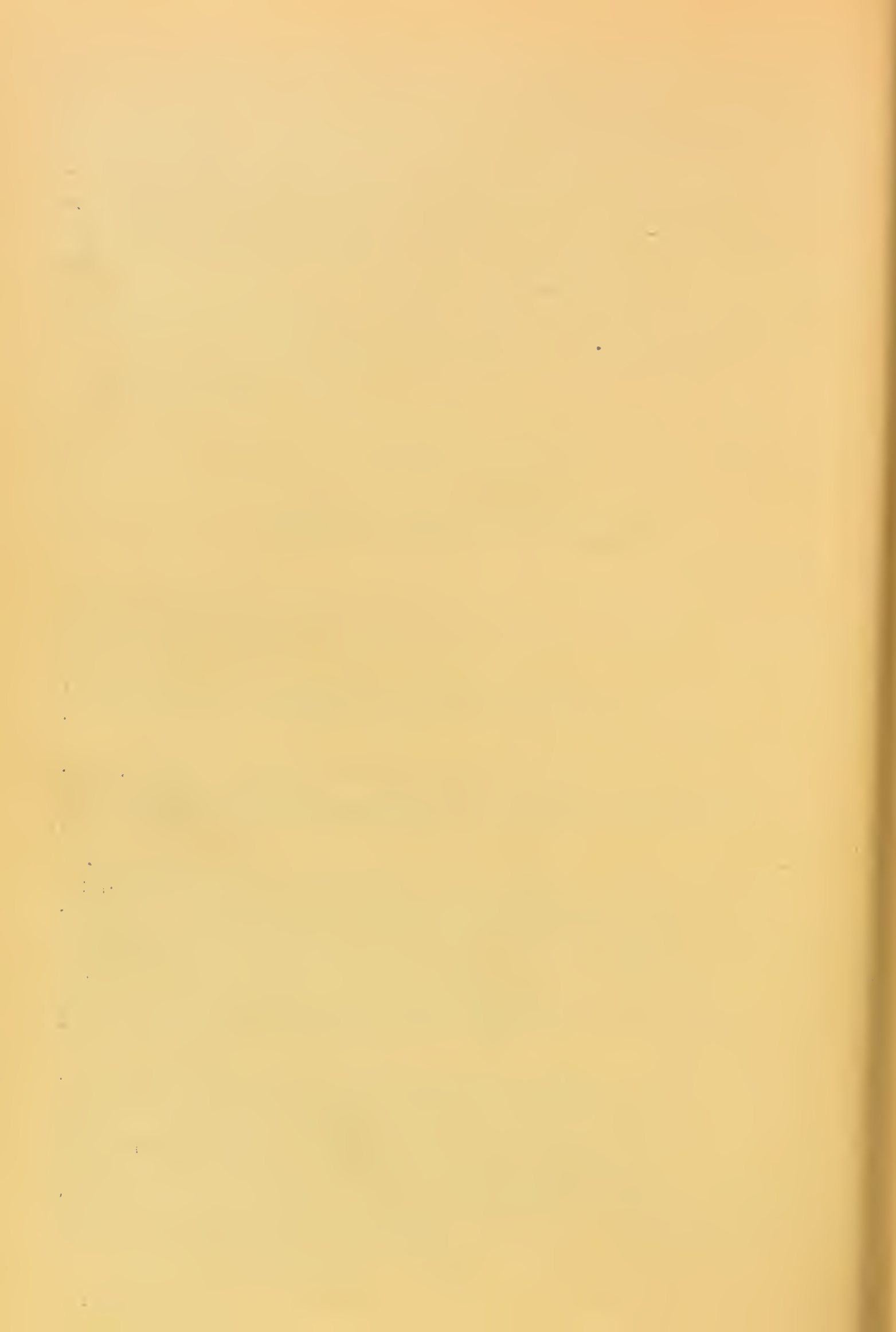
The special lecturers were President Barrows, Professors Caskey, Denison, Hall, King, MacLennan. The lectures, which were delivered in Sturges Hall, were open to citizens as well as students and were much appreciated.

The expenses were fully met. The attendance was one hundred and four, a number slightly smaller than for the previous summer. It is probable that this difference is to be explained by the fact that since commencement in 1900 came one week later, the Summer Session did not close till August 18, and thus the vacation, especially for teachers in the public schools who might wish to attend the Summer Session of the College, was rendered very short.

There is, so far as I know, only one summer school with a session as long as ours. Those of Harvard, Columbia, Cornell, and Ann Arbor are some less, but none more than six weeks in duration. A session of not more than six weeks would probably benefit the Summer School of Oberlin, first by increasing the attractiveness of summer work to members of the Faculty, and secondly by a probable increased attendance on the part of the teachers in the public schools.

Respectfully submitted,

CHARLES B. MARTIN,
Chairman of the Committee.



Treasurer's Statement.

1900.



Treasurer's Statement.

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1900, as follows:

The funds separately invested are:

	PRINCIPAL. August 31, 1900.	NET INCOME.
University Endowment (part of)—		
University houses and lands.....	\$ 20,386 07	\$ 425 04
Construction account—Baldwin Cottage.....	13,470 31	78 21
“ “ Talcott Hall.....	14,720 03	1,187 21
Advances to Sundry Accounts.....	2,762 50	161 90
C. G. Finney Memorial Fund—		
Mortgages and real estate.....	66,825 00	3,669 23
Cash in bank.....	8,486 28	
Straus Fund—		
Oberlin real estate.....	31,380 25	
Springer Fund—		
Cleveland real estate.....	4,953 40	370 99
Foltz Tract Fund—		
Bonds.....	583 13	25 60
Totals.....	\$ 163,566 97	\$ 5,918 18

The other Funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

	PRINCIPAL. August 31, 1900.	NET INCOME.
Notes and mortgages.....	\$ 377,843 49	\$ 24,997 38
Stocks, bonds, and collateral Loans	131,753 17	8,334 67
Real estate.....	232,549 86	7,668 78
Advances to sundry accounts.....	40,027 49	
Cash in bank.....	119,437 58	1,709 43
Cash in Treasurer's office.....	1,608 89	
Totals of general investments.....	\$ 903,220 48	\$ 42,710 26
Total of special investments.....	163,566 97	5,918 18
	\$ 1,066,787 45	\$ 48,628 44

The above investments are stated in detail, beginning at page 155 of this report.

The net income of general investments \$42,710 26 has been divided at the rate of 5.12% among the funds to which they belong. The fraction \$34.65 was credited to University account.

The excess of expenses over income in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$14,451.86. This, added to the accumulated deficit of previous years (\$9,507.73), made a total deficit of \$23,959.59 on August 31, 1900, which was cancelled by transfer from profits on sale of real estate to the amount of \$6,924.59, and by gifts amounting to \$17,035.00.

Gifts have been received during the year as follows:—

GIFTS FOR IMMEDIATE USE.

- From Miss Mary Prunty, \$25.00 for current expense.
- From Mrs. C. J. Parsons, \$10.00 for current expense.
- From E. R. Root, \$10.00 for current expense.
- From Edmund Hall, \$1,000.00 to be used under direction of the President of the College.
- From C. F. Olney, \$500.00 to buy photographs of works of art.
- From "A Friend," \$85.00 for the Library to buy books in Latin Department.
- From "A Friend," \$160.00 for astronomical apparatus, College department.
- From H. H. Johnson, \$50.00 as income to Janet Whitcomb scholarship
- From Mrs. Ellen C. Stowell, \$75.00 to pay the annual term bills of a young woman in the College Department.
- From L. H. Severance, \$7,500.00 to purchase site for new Chemical Laboratory.
- From L. H. Severance, \$15,000.00 payment on construction account of the new Chemical Laboratory.
- From Miss Jennie Baird, \$5.00 for the Jones Loan Fund.
- From J. W. Mather, \$15.00 for the Conservatory Loan Fund.
- From L. H. Field, \$133.32 for the English Course in the Theological Seminary.
- From Citizens of Oberlin, \$471.00 their subscriptions to the Reunion expenses.

For beneficiary aid in the Theological Seminary, from—

— Thomas Wilson.....	\$ 25 00	Second Cong.Church,Oberlin	\$ 79 24-
— George Gadsby.....	5 00	Pilgrim Church, Cleveland..	25 00-

For the support of the Slavic Department in the Theological Seminary,
from—

✓ Miss Anne Walworth.....\$ 150 00	S. P. Harbison.....\$ 50 00—
✓ A. K. Ely..... 100 00	C. A. Coffin..... 75 00—
✓ Alex. Maitland..... 100 00	Mr. and Mrs. Olney..... 50 00—
✓ Mrs. J. S. Kennedy..... 100 00	Elbridge Torrey..... 50 00—
✓ A. F. Schauffler..... 200 00	A. H. Gilbert..... 49 00—
✓ Estate of W. E. Dodge..... 100 00	W. J. Wilson..... 50 00—
✓ E. H. Baker..... 100 00	Mrs. J. A. Lane..... 30 00—
✓ John Sinclair..... 50 00	S. C. Smith..... 25 00—
✓ M. C. Borden..... 100 00	Miss Phoebe Baker..... 25 00—
✓ F. S. Jones..... 25 00	A. I. Root..... 25 00—
✓ M. B. Mason..... 25 00	S. E. Williamson..... 25 00—
✓ Mrs. Henry Farnham..... 30 00	Mr. and Mrs. T. P. Lyman. 25 00—
✓ Geo Hall..... 20 00	R. F. Smith..... 10 00—
✓ F. H. Schauffler..... 15 00	Mrs. M. D. Ellison..... 10 00—
✓ Alfred Chase..... 10 00	Ira G. Lane..... 10 00—
✓ S. P. Penn..... 10 00	Mrs. F. R. Otis..... 10 00—
✓ J. A. Kohont..... <i>Kohout</i> 10 00	C. A. Vincent..... 10 00—
✓ W. W. Mills..... 10 00	A. H. Currier..... 10 00—
✓ S. C. Dickinson..... 25 00	Frank Jezek..... 5 00—
✓ Miss Mary E. Goodwin..... 2 00	G. F. Wright..... 5 00—
✓ F. M. E. Turner..... 5 00	H. C. McLeod..... 1 00—
✓ Mrs. Jos. N. Smith..... 50 00	E. P. Ingersoll..... 10 00—
✓ "A Friend" in Chicago..... 50 00	
✓ Eliot Congregational Church, Newton, Mass.....	25 00
✓ Central Congregational Society, Brooklyn, N. Y.....	50 00
✓ Pilgrim Church, Cleveland.....	62 71
✓ Bohemian Church, Silver Lake, Minn.....	10 00
✓ Congregational Church, Syracuse, N. Y.....	5 00
✓ First Church Sunday School, Winona, Iowa.....	5 00
✓ Bethlehem Church, Cleveland.....	19 04
✓ First Church, South Norwalk, Conn.....	81 48
✓ W. M. U. " " ".....	50 00
✓ Ohio W. H. M. U.....	271 23
✓ New York W. H. M. U.....	250 00
✓ South Dakota W. H. M. U.....	43 50
✓ Congregational Education Society.....	1000 00

Total amount of these gifts for immediate use is \$28,893.52 as is also shown on page 148 of this report.

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For the payment of deficits from—

J. H. Barrows.....	\$ 1100 00	F. N. Finney.....	\$ 1000 00—
A. C. Bartlett.....	1000 00	A. L. Barber.....	1500 00—
L. H. Severance.....	5000 00	R. G. Peters.....	5000 00—
I. W. Metcalf.....	500 00	P. D. Cravath.....	550 00—
D. P. Allen.....	50 00	H. C. Ford.....	250 00—
C. S. Mills.....	200 00	W. B. Chamberlain.....	50 00—
J. G. W. Cowles.....	50 00	J. R. Severance.....	50 00—
L. C. Warner.....	100 00	Noel Gale.....	50 00—
Alex. Hadden.....	50 00	A. F. Hatch.....	100 00—
N. P. Willard.....	25 00	Merritt Starr.....	125 00—
Wm. M. Jones.....	10 00	A. O. Spence.....	10 00—
"A Friend".....	5 00	F. M. Price.....	10 00—
C. C. Vennum.....	200 00		

Total amount of these gifts for the deficit is \$16,985.00, as is also stated on page 148 of this report

GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.

- From J. H. Laird, of Hinsdale, Mass., \$5.00; a subscription to the Fairchild Professorship.
- From Howard H. Russell, of Delaware, O., \$150.00; a subscription to the Fairchild Professorship.
- From F. S. Bodle, of Oakland, Cal., \$100.00; a subscription to the Dascomb Professorship.
- From Thomas A. Hall, of Chicago, Ill., \$100.00; a subscription to Library Endowment.
- From J. H. Laird, of Hinsdale, Mass., \$15.00; a subscription to Library Endowment.
- From Chauncey N. Pond, of Oberlin, \$211.37; addition to C. N. Pond Fund.
- From Homer H. Johnson, of Cleveland, O., \$1000.00; to found the Janet Whitcomb scholarship.
- From Mrs. F. E. Tracy, of Mansfield, O., \$1000.00; to found the Mrs. F. E. Tracy scholarship.
- From Dudley P. Allen and Mrs. Emily Allen Severance, of Cleveland, O., real estate valued at \$6500.00; to found the Dudley Allen scholarship.
- From estate of Susan S. Button, by sale of real estate, \$291.95; a fund for students in the Theological Seminary.
- From Alumni, \$22,844.92; part payments on subscriptions to the Class Reunion Funds.

The total amount of the gifts to capital account is \$32,218.24, as is also shown on page 149 of this report.

1899-1900

Since the closing of the accounts for the year, gifts have been received as follows:

From A. C. Bartlett, of Chicago, Ill., \$5,000.00 to found the Frank Dickinson Bartlett Scholarship Fund.

Through Rev. C. S. Mills, of Cleveland, O., \$2,000.00 to establish The Andover Scholarships, founded in memory of John Smith of Andover, Mass., by his daughter.

From Mr. and Mrs. A. B. Taylor, of Lodi, O., deed to the Taylor Inn, a beautiful hotel building erected by Mr. A. B. Taylor at an expense of \$56,000.00.

From Mr. James B. Dill, of New York City, \$1,700.00 for the purchase and equipment of a foot ball field.

Further payments have been made on the Class Reunion Funds to the amount of \$2,302 23.

From Lucien C. Warner, of New York City, \$20,000.00, part of his gift for the construction of a Men's Gymnasium.

From L. H. Severance, of New York City, \$25,000.00, part of his gift for the construction of the New Chemical Laboratory.

From T. A. Hall, of Chicago, Ill., \$100.00; a subscription to Library Endowment.

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a general statement of all receipts and payments which increased or decreased any fund or balance in the care of the Treasurer.

Third, a list of all the Funds and Balances in the care of the Treasurer showing their amounts at the beginning and end of the year.

Fourth, a classified list of the properties or assets in the hands of the Treasurer.

Fifth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and *not valued* on the Treasurer's books

JAMES R. SEVERANCE, *Treasurer.*

Oberlin, Ohio, Feb. 15, 1901.

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1899-1900
Statement of income and expense for the year.

UNIVERSITY.

INCOME.

From invested funds.....	\$ 5,287 26	
From Keep Home.....	61 97	
Rent of houses and lands not valued.....	289 73	
Finney Biography.....	3 37	
Physical Training Course, fees.....	81 00	
Gift for current expense.....	45 00	
Total income.....	—————	5,768 33

EXPENSE.

Salaries—Administration.....	\$ 7,950 00	
Treasurer's office.....	3,317 50	
Library.....	2,200 00	
Gymnasium.....	2,617 00	
Secretary's office.....	1,680 00—	17,764 50
Clerks.....	574 96	
Stationery, printing and postage (including Quinquennial).....	3,458 15	
Advertising.....	553 34	
Fuel and lights.....	958 33	
Buildings and grounds, care and repairs.....	3,493 19	
Men's Gymnasium.....	362 61	
Women's Gymnasium.....	384 63	
Outside Representation (agency).....	3,945 59	
Sundry expense.....	222 30	
Payments in excess of income on accounts of Lord Cottage and Stewart Hall.....	777 78	
Alumni Dinner.....	984 77	
Payments on Lord and Hinchman funds.....	181 50	
Total expense.....	—————	33,661 65

Special Accounts—

Receipts.

Art School Fees.....	1,192 64
Teachers' Course, Woman's Gymnasium.....	600 00
Jennie Allen Nurse Fund.....	102 40
Jones Loan Fund, loans returned.....	138 00
" " " gift.....	5 00

Amount carried forward \$2,038 04

Amount brought forward.....	\$2,038 04	
Jones Loan Fund, interest.....	51 20	
Scholarship Funds, from investments.....	1,309 04	
Gift, C. F. Olney, for photographs.....	500 00	3,898 28

Payments.

Art School.....	1,192 64	
Teachers' Course, Woman's Gymnasium.....	569 83	
Jones Loan Fund, loans made.....	262 00	
To holders of scholarship orders.....	1,174 00	
Advances to scholarships repaid (part).....	128 34	3,326 81

COLLEGE.

INCOME.

From invested funds.....	18,074 02	
Term bills.....	29,513 36	
Graduate fees.....	636 60	
Chemical Laboratory fees.....	767 95	
Botanical " ".....	249 00	
Zoölogical " ".....	316 00	
Physical " ".....	188 00	
Physical " Gift.....	160 00	
Elocution.....	87 00	
Total income.....	—————	49,991 93

EXPENSE.

Salaries.....	29,106 29
Clerks.....	174 10
Stationery, printing and postage.....	237 90
High School Representation.....	349 88
Fuel and lights.....	694 09
Buildings and grounds, care and repairs.....	1,490 59
Chemical Laboratory.....	767 95
Botanical ".....	249 00
Zoölogical ".....	316 00
Physical ".....	188 00
Museum.....	400 00
Herbarium.....	175 00

Amount carried forward \$34,148 80

Amount brought forward.....	\$34,148 80	
Apparatus.....	660 00	
Sundry Expense.....	122 73	
Trustee Scholarships.....	827 60	
Avery ".....	214 50	
Oberlin College scholarship.....	51 00	
Cross scholarship.....	150 00	
Total expense.....	—————	36,174 63

Special Accounts—

Receipts.

Scholarship funds from investments.....	614 40	
Janet Whitcomb, scholarship.....	50 00	
Ellen C. Stowell, ".....	75 00	— 739 40

Payments.

To holders of scholarship orders.....	659 50	
Advances to scholarships, repaid (part).....	49 60	
☐ Scholarships purchased.....	45 00	— 754 10

ACADEMY.

INCOME.

Term bills.....	12,957 72	
Physical Laboratory fees.....	302 73	
Total income.....	—————	13,260 45

EXPENSE.

Salaries.....	11,750 08	
Clerks.....	133 40	
Stationery, printing and postage.....	90 44	
Fuel and lights.....	377 85	
Buildings and grounds, care and repairs.....	385 86	
Sundry expense.....	2 40	
Trustee scholarships.....	854 00	
Physical Laboratory.....	302 73	
Total expense.....	—————	13,896 76

THEOLOGICAL SEMINARY.

INCOME.

From invested funds.....	10,383 36	
Term bills.....	1,410 05	
Diplomas.....	41 50	
Rent of Burrell House.....	53 41	
Total income.....	—————	11,888 32

EXPENSE.

Salaries.....	9,866 57	
Clerks.....	5 66	
Stationery, printing and postage.....	51 37	
Advertising.....	74 00	
Fuel and lights.....	653 28	
Buildings and grounds, care and repairs.....	756 77	
Interest on advances.....	84 50	
Sundry expense.....	85 70	
Outside representation.....	50 00	
Total expense.....	—————	11,627 85

Special Accounts—

Receipts.

English Course, gifts.....	133 32	
Slavic Department, gifts for current expense..	3,719 96	
Scholarship Funds—From investments.....	921 60	
“ “ —Gifts.....	134 24	
“ “ —Loans repaid	217 85	— 5,126 97

Payments.

English Course, advances repaid (part).....	133 32	
Slavic Department.....	2,839 20	
“ “ advances repaid (part).....	351 90	
To holders of scholarship orders.....	1,369 00	— 4,693 42

CONSERVATORY.

INCOME.

Term bills.....	38,710 96	
Interest on Reserve Fund.....	965 49	
Rent of Williams House, (less improvements).....	6 92	
Total income.....	—————	39,683 37

EXPENSE.

Salaries	27,507 48	
Library, etc.....	394 67	
Stationery, printing and postage.....	648 89	
Advertising.....	210 07	
Piano and organ tuning.....	1,736 87	
Fuel and lights.....	806 64	
Janitor and engineers.....	1,977 00	
Supplies and repairs.....	2,078 42	
Total expense.....		35,360 04

Special Accounts—

Receipts.

Loan Funds, loans returned.....	294 50	
" " gift.....	15 00	— 309 50

Payments.

Loan Fund, loans made.....	101 50
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LIBRARY.

INCOME.

From invested funds.....	1,043 49	
Dividend G. T. Harvey Co.....	60 00	
Term bills.....	1,006 97	
Private examinations.....	318 50	
Registrar's fees.....	75 25	
Books and supplies sold.....	292 57	
Gifts for current expense.....	85 00	
Total income.....		2,881 78

EXPENSE.

Librarian's assistant, clerks.....	769 45	
Supplies.....	99 90	
Binding books.....	503 76	
Stationery, printing and postage.....	17 35	
Purchase of books.....	1,724 33	
Total expense.....		3,114 79

MISCELLANEOUS.

Receipts.

Finney Memorial Fund, interest.....	3,669 23 /	
“ “ “ profit on sale of land.....	289 25 /	
Foltz Tract Fund, interest.....	25 60	
Annuity Funds, income.....	5,961 87 —	
Summer School, fees.....	1,537 50	
Total.....	—————	11,483 45

Payments.

Finney Memorial Fund.....	2,500 00 /	
Annuities.....	9,391 91 +	
Healey Fund (books).....	1 88	
Summer School.....	1,462 18	
Total.....	—————	13,355 97

Summary of the income and expenses of the University, College, Academy, and Theological Seminary :

	INCOME.	EXPENSE.	SURPLUS.	DEFICIT.
University	\$ 5,768 33	\$33,661 65		\$27,893 32
College	49,991 93	36,174 63	\$13,817 30	
Academy	13,260 45	13,896 76		636 31
Seminary (Theol) ...	11,888 32	11,627 85	260 47	
	—————	—————	—————	—————
	\$80,909 03	\$95,360 89	\$14,077 77	\$28,529 63
		80,909 03		14,077 77
		—————		—————
Total deficit for the year....		\$14,451 86		\$14,451 86

1899-1900

General Statement of all receipts and payments which increased or decreased any fund in the care of the Treasurer.

RECEIPTS.

Income from general investments.....	\$ 42,710 26	
" " special investments.....	5,918 18	
" " houses and lands not valued.....	412 03	
Balance insurance Ladies Hall.....	30 74	49,071 21
Term bills:—		
University, from Physical Training Course...	81 00	
College.....	29,513 36	
Academy.....	12,957 72	
Theological Seminary.....	1,410 05	
Art School.....	1,192 64	
Library.....	1,006 97	
Conservatory.....	38,710 96	
Woman's Gymnasium, Teachers' Course....	600 00	
Summer School.....	1,537 50—	87,010 20
Sundries:—		
Finney Biography, copyright.....	3 37	
Library fees, fines, etc.....	686 32	
Special instruction in Elocution.....	87 00	
Diplomas	678 10	
Laboratory fees—Chemistry.....	\$ 767 95	
" " Botany.....	249 00	
" " Zoölogy.....	316 00	
" " Physics	188 00	
" " Physics Academy	300 44—	1,821 39
Jones Loan Fund (loans returned).....	138 00	
The May Moulton Memorial Fund (interest).	70 00	
Beneficiary aid returned (Theological).....	217 85	
Conservatory Loan Fund (loans returned)....	294 50	
The G. F. Harvey Fund.....	60 00	
Profits on sale of Real Estate.....	11,856 74	
Insurance on Lord Cottage and Furniture....	11,269 86—	27,183 13
Gifts to the Deficit.....	16,985 00	
Sundry Gifts for immediate use.....	28,893 52—	45,878 52
Amount carried forward.		\$209,143 06

1899-1900

1899

Amount brought forward \$209 143 06

Permanent Funds:—

James H. Fairchild Professorship (additional.	155 00	
Dascomb Professorship (additional).....	100 00	
Library Endowment (additional).....	115 00	
C. N. Pond Fund (additional).....	211 37	
Janet Whitcomb Scholarship.....	1,000 00	
Mrs. F. E. Tracey Scholarship.....	1,000 00	
Dudl�y Allen Scholarship.....	6,500 00	
Susan S. Button Fund.....	291 95	
Class Reunion Funds, on subscriptions.....	22,844 92—	32,218 24
Total receipts.....		\$241,361 30

PAYMENTS.

Salaries:—

University.....	\$ 17,764 50	
College.....	29,106 29	
Academy.....	11,750 c8	
Seminary.....	9,866 57	
Conservatory.....	27,507 48—	95,994 92

Clerks:

University.....	574 96	
College.....	174 10	
Academy.....	133 40	
Seminary.....	5 66	
Library	769 45—	1,657 57

Stationery, Printing and Postage:—

University.....	3,458 15	
College.....	237 90	
Academy.....	90 44	
Seminary.....	51 37	
Conservatory.....	648 89—	4,486 75

Advertising and Outside Representation:—

University.....	4,498 93	
College	349 88	
Seminary.....	124 00	
Conservatory.....	210 07—	5,182 88

Amount carried forward \$107,322 12

Amount brought forward.....		\$107,322 12
Fuel and Lights:—		
University.....	958 33	
College	694 09	
Academy.....	377 85	
Seminary.....	755 63	
Conservatory.....	806 64—	3,592 54
Buildings and Grounds, Janitors, Supplies, etc:—		
University.....	3,493 19	
College.....	1,490 59	
Academy.....	385 86	
Seminary.....	654 42	
Conservatory.....	4,055 42—	10,079 48
Laboratories, Museum, etc.....		3,176 53
Gymnasias.....		747 24
Special Courses (all departments).....		4,601 67
Scholarships and aids.....		5,844 60
Purchase of books.....		2,229 97
Sundry advances repaid and interest.....		10,575 61
Annuities.....		11,899 33
Loss on running expense Lord Cottage and Stew-		
art Hall.....		777 78
Rebuilding Lord Cottage, on account.....		7,120 50
Site for Severance Chemical Laboratory.....		7,500 00
Severance Chemical Laboratory, on construction		
account.....		11,553 77
Stock of N. E. L. & T. Co. charged off.....		4,500 00
Sundry payments.....		7,243 22
Total payments.....		\$ 198,764 36

Total receipts.....\$241,361 30

Total payments.....198,764 36

Increase in Funds and Balances as is also shown
on page 154 of this report..... \$42,596 94

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1899-1900

Funds and Balances in the care of the Treasurer.

August 31, 1899.

August 31, 1900.

	General Fund (so called).....\$	142 90 —	
\$ 59,291 89	Endowment.....	59,290 89 —	
17,514 89	Alumni Fund.....	17,514 89 —	
24,475 00	E. I. Baldwin Fund.....	24,475 00 —	
10,000 00	Henrietta Bissell Fund.....	10,000 00 —	
31,044 41	James H. Fairchild Professorship....	31,199 41 —	
10,275 00	Walworth Fund.....	10,275 00 —	
38,000 00	Dickenson Fund.....	38,000 00 —	
4,846 10	Clarrisa M. Smith Fund.....	4,846 10 —	
16,000 00	Ralph Plumb Fund.....	16,000 00 —	
2,000 00	Truman P. Handy Fund.....	2,000 00 —	
85 06	Shaw Fund.....	85 06 —	
82 34	Latimer Fund.....	79 14 —	
1,523 89	Butler Fund.....	1,505 91 —	
	Reunion Fund of 1900, part.....	22,844 92 —	238,259 22
<hr/>			
2,488 63	C. N. Pond Fund.....	2,702 42 —	
7,644 05	Dutton ".....	7,555 43 —	
2,987 29	Prunty ".....	2,990 24 —	
181 87	Whipple ".....	177 18 —	
285 72	Finney ".....	282 35 —	
866 41	Davis ".....	830 77 —	
82 34	Ryder ".....	77 56 —	
8,436 93	Dascomb ".....	8,433 90 —	
476 22	Warner ".....	470 60 —	
62,768 73	C. V. Spear ".....	62,282 49 —	
1,299 61	Gillette ".....	1,246 15 —	
389 88	Perry ".....	373 84 —	
177 58	Seales ".....	171 67 —	
6,471 55	Ross ".....	6,477 89 —	
4,762 19	Gilchrist ".....	4,706 01 —	
35,277 60	Marx Straus ".....	31,380 25 —	
4,882 41	Mary A. Springer Fund	4,953 40 —	135,112 15 —
<hr/>			
1,000 00	Cowles Memorial Scholarship.....	1,000 00 —	
1,100 00	Dr. A. D. Lord Scholarship.....	1,100 00 —	
1,000 00	Mrs. Elizabeth W. Lord Scholarship.	1,000 00 —	
1,045 00	Hinchman Fund.....	1,045 00 —	4,145 00
Amount carried forward			\$377,516 37

Amount brought forward.....		\$377,516 37
5,000 00	Lydia Ann Warner Scholarship.....	5,000 00—
1,000 00	F. V. Hayden Scholarship.....	1,000 00—
6,000 00	Avery Fund.....	6,000 00—
1,639 91	Finney Scholarship.....	1,578 91—
1,000 00	Howard Valentine Scholarship.....	1,000 00—
1,000 00	Caroline Scholarship.....	1,000 00—
1,000 00	Talcott ".....	1 000 00—
1,000 00	Metcalf ".....	1,000 00—
1,000 00	Dodge ".....	1,000 00—
1,000 00	Dascomb ".....	1,000 00—
1,000 00	Bierce ".....	1,000 00—
1,000 00	Graves ".....	1,000 00—
500 00	Louis Nelson Churchill Scholarship..	500 00—
200 00	Ann Lincoln Fund.....	200 00—
953 19	Jones Loan Fund.....	885 39—
1,250 00	Mary E. Wardle Scholarship.....	1,250 00—
	Dr. Dudley Allen Fund.....	6,500 00—
130 00	Trustee Scholarship Fund (part)...	130 00—
267 00	Scholarship Loan Fund (part).....	267 00—
	Unused income, above scholarships.	31,311 30 257 45
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67,852 80	C. G. Finney Memorial Fund.....	75,311 28—
2,403 97	Jennie Allen Nurse Fund.....	2,506 37—
787 07	Balance credits, sundry accounts...	77,817 65 9,738 15

COLLEGE.

67,955 57	Endowment.....	67,910 57—
19,461 41	Dascomb Professorship.....	19,561 41—
50,000 00	Stone Professorship.....	50,000 00—
55,881 37	Fredrika Bremer Hull Professorship.	55,881 37—
30,000 00	Graves Professorship.....	30,000 00—
30,000 00	Brooks ".....	30,000 00—
29,709 89	Monroe ".....	23,709 89—
25,000 00	James F. Clark Professorship.....	25,000 00—
20,000 00	Perkins Fund.....	20,000 00—
25,000 00	Avery Professorship.....	25,000 00—
	G.F.Wright Research Fund (balance)	347,063 24 1 14—
Amount carried forward		\$843,705 30

1899-1900

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Amount brought forward.....			\$843,705 30
1,000 00	Jennie M. Williams Scholarship.....	1,000 00	✓
6,000 00	Ellen M. Whitcomb ".....	6,000 00	✓
1,000 00	Flora L. Blackstone ".....	1,000 00	✓
500 00	Tracy-Sturges Scholarship.....	500 00	✓
1,500 00	E. A. West Fund.....	1,500 00	✓
1,000 00	Harvey H. Spelman Scholarship....	1,000 00	✓
1,000 00	Lucy B. Spelman ".....	1,000 00	✓
	Janet Whitcomb ".....	1,000 00	✓
	Mrs. F. E. Tracy ".....	1,000 00	✓ 14,000 00
40 00	Unused income, above scholarships.		70 30
538 78	Balance credits, sundry accounts...		419 33

ACADEMY.

2 29	Balance credits, sundry accounts...	1 60
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THEOLOGICAL SEMINARY.

34,281 88	Endowment.....	34,281 88	✓
21,371 10	Finney Professorship.....	21,371 10	✓
8,935 84	Finney and Morgan Professorship...	8,935 84	✓
25,000 00	Holbrook Professorship.....	25,000 00	✓
21,707 00	Michigan ".....	21,707 00	✓
4,750 00	Place Fund.....	4,750 00	✓
3,581 82	Burrell Fund.....	3,465 30	✓ 119,511 12

4,547 10	West Fund.....	4,429 91	✓
142 86	Hudson Fund.....	141 17	✓ 4,571 08

5,000 00	Lemuel Brooks Scholarship.....	5,000 00	✓
1,500 00	Jennie M. Rossiter Scholarship.....	1,500 00	✓
1,000 00	McCord-Gibson ".....	1,000 00	✓
1,000 00	John Morgan ".....	1,000 00	✓
1,000 00	Painesville ".....	1,000 00	✓
1,000 00	Oberlin First Cong. Ch. Scholarship..	1,000 00	✓
1,000 00	Oberlin Second Cong. Ch. " ..	1,000 00	✓
1,000 00	Anson G. Phelps Scholarship.....	1 000 00	✓

Amounts brought forward.....		\$12,500 00	\$982,278 73
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Amounts brought forward.....	\$12,500 00	\$982,278 73
1,000 00 Butler Scholarship.....	1,000 00—	
1,000 00 Miami Conference Scholarship.....	1,000 00—	
1,250 00 Tracy Scholarship.....	1,250 00 —	
1,000 00 Sandusky Scholarship.....	1,000 00 —	
1,250 00 Leroy H. Cowles Scholarship.....	1,250 00 —	
700 00 Emerson Scholarship (part).....	700 00—	
Susan S. Button Fund.....	291 95✓	18,991 95
1,396 83 Unused income, above scholarships.		1,301 52
26 81 Balance credits, sundry accounts...		553 79

CONSERVATORY.

18,857 30 Reserve Fund.....	23,180 63✓	
246 00 Loan Fund.....	454 00✓	23,634 63

LIBRARY.

Library Fund.....	15 00—	
827 00 Class of '85 Fund.....	827 00✓	
452 98 Cochran Fund.....	476 17 —	
500 00 Grant "	500 00 —	
100 00 Hall "	200 00✓	
100 00 Henderson "	100 00 —	
11,176 63 Holbrook "	11,176 63—	
500 00 Keep-Clark Fund.....	500 00 —	
1,000 00 Plumb Fund.....	1,000 00 —	
5,724 13 E. K. Alden Fund.....	5,724 13✓	20,518 93
1,278 30 Balance credits, sundry accounts...		1,022 10

IN TRUST FOR PURPOSES NOT CONNECTED WITH COLLEGE.

557 53 Foltz Tract Fund.....	583 13 ✓
<u>\$1,006,287 84</u> Total funds and balances.....	<u>\$1,048,884 78</u>

Total increase of funds and balances, \$42,596.94. .

LIABILITIES.

18,558 05 Deposits and personal accounts....	17,902 67
	<u>\$1,066,787 45</u>

The following properties represent the above named Funds and Balances.

Notes and Mortgages distributed as follows :

Cleveland.....	\$ 43,217 89	
Akron.....	40,400 00	
Oberlin.....	21,242 81	
Columbus.....	6,000 00	
Delaware.....	2,500 00	
Lorain.....	4,500 00	
Toledo.....	150 00	
Talmadge.....	1,000 00	
Wellington.....	700 00	
Farm lands in Ohio	91,360 00	
Total in Ohio.....	—————	\$ 211,070 70
Crawfordsville	1,500 00	
Matthews.....	6,400 00	
Farm lands in Indiana.....	22,302 88	
Total in Indiana.....	—————	30,202 88
Grand Rapids.....	17,175 00	
Farm lands in Michigan.....	47,110 00	
Total in Michigan.....	—————	64,285 00
Topeka.....	9,200 00	
Eureka.....	750 00	
Hutchins.....	5,000 00	
Wabaunsee.....	350 00	
Strong City.....	480 00	
Eldorado	4,000 00	
Farm lands in Kansas.....	37,347 00	
Total in Kansas.....	—————	57,127 00
Duluth.....	21,600 00	
Farm lands in Minnesota.....	1,491 89	
Total in Minnesota.....	—————	23,091 89
Des Moines.....	2,440 00	
Chicago.....	21,000 00	
Farm lands in North Dakota.....	1,756 02	
“ “ South Dakota.....	800 00	
“ “ Nebraska	6,213 50	
Total notes and mortgages.....	—————	\$ 417,986 99

Amount brought forward..... \$417,986 99

Stocks and Bonds:

Skaker Heights bonds.....	20,000 00	
Streator, Ill., paving bonds.....	186 06	
Hutchinson, Kan., paving bonds.....	8,000 00	
Collateral loans.....	104,150 24—	132,336 30

Real Estate:

Ashtabula (city property).....	\$ 3,000 98	
Oberlin " " 	101,064 34	
Sandusky " " 	2,100 00	
Cleveland " " 	5,000 00	
Akron " " 	12,000 00	
Total in Ohio.....	—————	123,165 32

Grand Rapids (city property)....	5,050 00	
Farm lands in Michigan.....	14,299 00	
Total in Michigan.....	—————	19,349 00

Topeka (city property).....	13,399 45	
Hutchinson.....	2,700 00	
McPherson.....	550 00	
Salina.....	425 00	
Farm lands in Kansas.....	94,686 34	
Total in Kansas.....	—————	111,760 79

Fargo (city property).....	4,100 00	
Farm lands in North Dakota.....	6,339 47	
Total in North Dakota.....	—————	10,439 47

Duluth (city property).....	2,000 00	
Farm lands in Minnesota.....	1,000 00	
Total in Minnesota.....	—————	3,000 00

Des Moines (city property).....	2,200 00	
Farm lands in Iowa.....	16,000 00	
Total in Iowa.....	—————	18,200 00

Farm lands in Illinois.....	5,675 00	
" " Nebraska.....	945 00	
" " South Dakota.....	2,060 00	
" " Missouri.....	2,000 00	

Amounts carried forward.....\$ 296,594 58 \$ 550,323 29

Amounts brought forward.....	\$ 296,594 58	\$ 550 323 29
Farm lands in Florida.....	200 00	
“ “ Washington.....	475 00	
Total real estate.....	—————	297,269 58

Sundries:

Construction account Baldwin Cottage (loan).	13,470 31	
“ “ Talcott Hall (loan).....	14,720 03	
Advances to Stewards of Boarding Halls.....	409 91	
“ Literary Societies.....	21 87	
“ Museum.....	1,464 75	
“ English Theological Course.....	1,204 89	
“ Scholarships.....	351 51	
“ Council Hall.....	84 55	
Improvements to Squires' house.....	1,473 06	
“ Keep Home.....	300 00	
Furnishings Park Hotel.....	7,566 24	
Unexpired insurance.....	1,082 30	
Bills receivable and sundry accounts.....	47,512 41—	89,661 83
Cash in Banks.....	127,923 86	
Cash in Treasurer's Office.....	1,608 89	129,532 75
		—————
		\$1,066,787 45

SUMMARY OF ASSETS

Notes and Mortgages.....	\$417,986 99
Stocks and Bonds.....	132,336 30
Real Estate.....	297,269 58
Sundries.....	89,661 83
Cash	129,532 75
Buildings and Equipment (see page 158).....	656,200 00
	—————
	\$1,722,987 45

The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's books. The values given are reasonable estimates based on their cost and present condition :

Chapel	\$ 20,000 00
Spear Library	30,000 00
French and Society Halls	14,000 00
Peters Hall.....	75,000 00
Finney Laboratory.....	9,000 00
Cabinet Hall.....	5,000 00
Warner Hall	125,000 00
Council Hall.....	75,000 00
Sturges Hall.....	10,000 00
Talcott Hall and Furniture.....	65,000 00
Baldwin Cottage and Furniture.....	40,000 00
Lord Cottage and Furniture	24,000 00
Stewart Hall.....	4,000 00
Keep Home	3,000 00
Other houses and College grounds	8,000 00
Library.....	50,000 00
Gymnasia and Apparatus	8,000 00
Physical and Chemical Apparatus	15,000 00
Museum.....	25,000 00
Botanical Collections.....	7,500 00
Musical Library	3,000 00
Musical Instruments and Apparatus	36,000 00
Arboretum.....	2,000 00
Athletic Grounds.....	2,700 00
Total.....	<hr/> \$656,200 00

